‘The Effectiveness of Jigsaw Technique in Improving Students’ Reading Comprehension at the Eighth Grade of SMP Islam Parung’
(An Experimental Study at the Eighth Grade of SMP Islam Parung)

A ‘Skripsi’
Presented to the Faculty of Tarbiyah and Teachers’ Training
In a Partial Fulfillment of the Requirements
For the Degree of S.Pd (S1) in English Language Teaching.

By:
Megasari Nurul Inayati
204014003216

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
‘SYARIF HIDAYATULLAH’ STATE ISLAMIC UNIVERSITY
JAKARTA
2011
'The Effectiveness of Jigsaw Technique in Improving Students' Reading Comprehension
An experimental Study at eighth Grade of SMP Islam Parung

A 'Skripsi'
Presented to the Faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment of the Requirements for the Degree of S.Pd. (Bachelor of Arts) in English Language Teaching.

Approved by the Adviser:

Dra. Farida Hamid, M.Pd.
NIP. 150 249 910

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
'SYARIF HIDAYATULLAH' STATE ISLAMIC UNIVERSITY
JAKARTA
2011
ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitled “The Effectiveness of Jigsaw Technique in Improving Students’ Reading Comprehension” (An Experimental Study at the Eighth Grade of SMP Islam Parung), written by MEGASARI NURUL INAYATI, students registration number 204014003216 was examined in the examination session of the faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on June, 23rd 2011. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Education Department.

Jakarta, June 23rd 2011

EXAMINATION COMMITTEE

CHAIRMAN : Drs. Svauki, M.Pd.
NIP. 19641212199103 1 002

SECRETARY : Neneng Sunengsih, M.Pd.
NIP. 19730625 199903 2 001

EXAMINERS : 1. Drs. Bahrul Hasibuan, M.Ed.
2. Drs. AM. Zainuri, M.Pd.
NIP. 19530304 197903 1 003

Acknowledged by:
Dean of Tarbiya and Teachers’ Training Faculty

Prof. Dr. Deni Rosyada, MA.
NIP. 19571005 198703 1 003
SURAT PERNYATAAN KARYA SENDIRI

Saya yang Bertanda Tangan di bawah ini,

Nama : Megasarti Nurul Inayati
Tempat/Tgl.Lahir : Bogor, 29 Oktober 1985
Nim : 204014003216
Jurusan/Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : “The Effectiveness of Cooperative Learning in Improving Students’ Reading Comprehension at the Eight Grade of SMP Islam Parung (An Experimental Study of SMP Islam Parung.)
Dosen Pembimbing : Dra. Farida Hamid, M.Pd.

Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Jakarta, 05 Oktober 2011

Mahasiswa Ybs.

Megasari Nurul Inayati
NIM. 204014003216
ABSTRACT

Megasari Nurul Inayati, Mega.2011, “The Effectiveness of Jigsaw Technique in Improving Students’ Reading Comprehension” (The Experimental Study at SMP Islam Parung, Bogor). Skripsi, Department of English Education, the Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University

Key words: Cooperative Learning, Jigsaw and Reading Comprehension

Cooperative learning is a group activity organized so that learning is dependent on the socially structure exchange of information between learners in groups and which each learners in groups and in which learner is held accountable for his or her own learning and is motivated to increase the learning of others, cooperative learning has many kinds of technique; one of the technique is jigsaw. 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.

The objective of the research is to find out whether there is any significant difference on students reading comprehension achievement taught by using jigsaw technique and by using grammar translation method in teaching reading comprehension.

The techniques of collecting data used in this research are pretest and post test. Pre test was given before the writer began the teaching learning process in two classes and post test was given after six times of meetings. Pre test and post test are similar form.

To analyze the data the writer used t-test. The writer compares the score between the experimental class and control class. This technique is useful to know whether there is a significant different between two variable.

From this research, the writer found (from statistic calculation) that the value of the $t_0$ was 4.94 and the degree of freedom (df) was 58. In this research, the writer used the degree of significance 5%. It can be seen that the degree of freedom (df) is 58 and the degree of significance is 2.00.
ACKNOWLEDGEMENT

In the name of Allah the most beneficent and the most merciful. All praise to Allah, the lord of the worlds, who gives the writer guidance and strength, so she could finish this ‘Skripsi’. Peace and blessing be upon our prophet Muhammad SAW, his families, his companion and his followers.

This ‘Skripsi’ is presented to Department of English Education Faculty of Tarbiya Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta as a partial fulfillment of the requirement for the degree of S.Pd. (Bachelor of Art) in English Language Education.

In this occasion, the writer would like to express her gratitude for her advisor Dra. Hj. Farida Hamid, M.Pd. for her guidance, correction and also for her valuable time to guide the writer until she finishes her study, to her beloved parents: H. W.T Sumantri, S.Pd and Hj. Awar Suartini who always give support, motivation, and moral encouragement and also for all her brothers and sisters: Nina R. D. Sumantri, M.Pd, Gumilar Prana Wilaga, S.Pd, and Rahmawati, S.Pd for all support.

The writer also would like to give her special thanks and appreciation to:

1. Drs. Syauki, M. Pd. As the head of Department of English education.
2. All lecturers in Department of English Education for their encouragement to the writer during her study at UIN Syarif Hidayatullah Jakarta.
3. Prof. Dr. Dede Rosyada, MA. As the dean of Faculty of Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta.
4. The School Principal, the teacher and also the administration staffs of SMP Islam Parung Bogor for giving permission and helping the writer to do the research.
5. Aulia Reidha Saputra who always give support and help the writer in finishing the ‘skripsi’.
6. All friends in the 2004 English Department for sharing their knowledge, time and for being good friends.
May Allah, the almighty bless them all, amin.

Finally, the writer realized that this ‘Skripsi’ is far for being perfect, therefore it’s really a pleasure to receive suggestions and criticisms from everyone for better writing.

Jakarta, June 2011

The writer
# TABLE OF CONTENTS

ABSTRACT ......................................................................................................................... i  
ACKNOWLEDGEMENT ..................................................................................................... ii  
TABLE OF CONTENTS ................................................................................................... iv  
LIST OF THE TABLE ....................................................................................................... vi  

## CHAPTER I  INTRODUCTION

A. The Background of Study ................................................................................ 1  
B. The Objective of Research ............................................................................ 5  
C. The Limitation of Problem ............................................................................ 5  
D. The Formulation of Problem ........................................................................... 5  
E. The Significance of Research ........................................................................... 5  
F. The Method of Research .................................................................................... 6  

## CHAPTER II  THEORETICAL FRAME WORK

A. Cooperative Learning  
   1. The understanding of Cooperative Learning ........................................ 7  
   2. The Principle of Cooperative Learning ................................................. 8  
   3. The Elements of Cooperative Learning ................................................. 10  
   4. The Teacher’s role ............................................................................... 12  
   5. The Jigsaw Technique ......................................................................... 13  
   6. The Jigsaw Technique Procedure ...................................................... 15  
   7. The Teaching Reading by Using Jigsaw Technique .......................... 15  

B. Grammar Translation Method  
   1. The Understanding of Grammar Translation Method ....................... 16  
   2. The Technique of Grammar Translation Method ............................... 17
C. Reading Comprehension
1. The Understanding of Reading .................................................... 20
2. The Understanding of Comprehension ........................................ 21
3. The Understanding of Reading Comprehension ......................... 21
4. Hypotheses of Research ............................................................ 22

CHAPTER III RESEARCH METHODOLOGY AND FINDING

A. Research Methodology
1. The Objective of Research .......................................................... 23
2. The Place and Time of Research ................................................. 23
3. The Method of Research ............................................................. 23
4. The Technique of Sampling Taking ............................................ 24
5. The Technique of Data Collecting .............................................. 24
6. The Technique of Analyzing Data .............................................. 25

B. Research Finding
1. The Description of Data .............................................................. 27
2. The Analysis of Data .................................................................. 31
3. The Hypothesis of Data ............................................................... 34
4. The Interpretation of Data ........................................................... 35

CHAPTER IV CONCLUSION AND SUGGESTION

1. Conclusion ................................................................................... 36
2. Suggestion ................................................................................... 36

REFERENCES
LIST OF TABLE

I. Table 1 The Students’ Score of Experimental Class.............................. 27
II. Table 2 The Students’ Score of Controlled Class ................................. 29
III. Table 3 The Comparison Score Between Student in Experiment class 
     and Student in Controlled Class................................................ 31
CHAPTER I
INTRODUCTION

A. The Background of Study

In the seventeenth century, English became one of the modern languages in Europe. It replaced Latin language which had been popular before seventeenth century. Day after day English became an international language and it is used as a means of communication in the whole world. Not only communication, but also science, news, theory, philosophy, and other things are using English. Because of that, mastering and using English language are important in this era for all people in the world. In other words, English language is very important and has wide influence in the world.

Because of this reason, people in the world need to master English, but to master English needs several basic English knowledge. There are four basic language skills: Listening, Speaking, Reading and Writing. In this “skripsi” the writer will focus in one of those skills, that is Reading skill. Mastering reading in English is very important, because many books are written in English such as academic books, magazines, and newspapers. Reading becomes essential because it can increase our knowledge, through reading we can get a lot of information, enjoyments, and even problem solution. Therefore, the ability to read the text in any form will give a great deal of advantages in our life. But, mastering English reading is not easy because reading comprehension is remarkably complex. This activity involves
many processing skills that are coordinated in very efficient combination. Reading is not only an activity to show the symbols but there are many skills which are needed by the readers to comprehend the material which they read. The readers try to make the symbols they found meaningful for them. The reading is absolutely not a passive skill, the reader is not a passive role. It is, on the contrary, an active work, which requires a lot of skills and efforts to combine them, so we get the comprehension of the text. According to Jeremy Harmer,

> Reading is an incredibly active occupation. to do it successfully, we have to understand what the words means, see the pictures the words are painting, understand the arguments, and work out if we agree with them. if we do not do these things and if students do not do these things then we only just scratch the surface of the text and we quickly forget it.¹

It means that to master reading, the teachers and students need to understand the meaning of the words, understand the arguments, and understand the pictures that included in the words. If the teachers and students do not understands about the things above, mastering reading will be very difficult to do. Because of that reasons, it is the duty of English teacher to encourage and motivate students to read English lesson. The teachers need to build the spirit of their students by motivating them and presenting the suitable materials by employing attractive methods. Many strategies are used in the learning process and one of those strategies is cooperative learning.

Carolyn Kessler point out,

> Cooperative learning (CL) is a body of literature and research that has examined the effects of cooperation. It offers ways to organize group work to enhance learning and increase academic achievement.²

From the definition of cooperative learning above, teachers can apply the teaching strategy to make their teaching learning activity become interesting. An effective teaching reading comprehension could be arranged

---

¹ Jeremy Harmer, *How to Teach English: An Introduction to The Practice of English Language Teaching*, (Kuala Lumpur: Longmen 2004), P.70
² Carolyn Kessler, *Cooperative Learning*, (New Jersey:Prentice-Hall 1992), P.1
by grouping the students into small groups which usually consist of two up to four persons in each group.

Furthermore Sholomo Sharan points out,

Learning in small groups has been shown to increase opportunities for meaningful practice and fairly realistic language use, to improve the quality of student talk, to create a positive affective climate in the classroom, and to increase student motivation.\(^3\)

It means that, learning in a group gives many opportunities for students, because it not only help students on their study but also can build their skills such as increase their braveness to talk in front of their friends, creates different climate and also increases their motivation on their study.

To make the students reach the purpose of the learning in the small group, the teachers need to know about the teacher’s role. The role of the teacher is very important in cooperative learning in order to have an effective cooperative learning group. Teachers should know their students well. Grouping students can be a difficult process and should be decided carefully. Teachers should consider the different learning skills, cultural backgrounds, personalities and even gender when arranging cooperative groups. Much time is devoted to prepare the lesson for cooperative learning. However, teacher will act as a coach, facilitator and sometimes a spectator after the lesson is implemented. The teacher who set up a good cooperative learning teaches students to teach themselves and to teach each other. Students learn from their pairs and become less dependent on the teacher’s help.

Carolyn Kessler states,

Cooperative learning is based on interactions among group members. The teacher acts as a facilitator of learning, approaching the group when necessary. Cooperation, rather than competition, is the operative dynamic.\(^4\)

---


Based on the statement above it can be concluded that the activity on teaching learning of cooperative learning is student-center, it means that the teacher act as facilitator only, but some time teacher helps students when they need.

Cooperative learning has many kinds of techniques. Those techniques have been developed over the years and put into practice in the classroom. There are Student Team Achievement division (STAD), Jigsaw, Teams Games tournaments (TGT), and structural approach involves Think Pair Share (TPS) and Number Head Together (NHT). In this paper the writer will concern in Jigsaw technique.

The Jigsaw technique is a cooperative learning method in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. In this method, each group member is assigned to become an "expert" on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups.

So, In Jigsaw technique students learn to do teamwork and they are assigned to become an expert in the learning material that had been divided into several parts. Each group will be given different part of learning material. Then the members of each group will meet other groups to discuss their topic and then return to their group.

In this research, the writer will apply the jigsaw technique on reading comprehension. It is caused by the reality which has shown that a half of the questions in the exam, whether School Final Exam (UAS) or National Final Exam (UAN) are about reading comprehension. To answer those questions, it needs students’ understanding, such as identifying the main ideas, true or false questions and identifying stated and unstated detail questions. Without high understanding of reading, it is impossible for the students to

http://olc.spsd.sk.ca/de/PD/coop/page4.html (on 1st January 2011)
answer those questions. Here is the important role to understand the reading comprehension in order to determine the correct answer.

Based on the description above the writer would like to do the research by the title: *The Effectiveness of Jigsaw Technique in Improving Students’ Reading Comprehension at the Eighth Grade of SMPIslam Parung.*

**B. The Objective of Research**

The objective of the research is to find out whether or not there is any significant difference achievement of students had been taught by using Jigsaw Technique and by using Grammar Translation Method in teaching reading comprehension.

**C. The Limitation of Problem**

To avoid misunderstanding and to clarify the problem it is important to set some limitation of the problem. The writer limits the study on the teaching English that concern on reading comprehension of descriptive text by using jigsaw technique at the eighth grade students of SMP Islam Parung in odd semester.

**D. The Formulation of Problem**

The formulation of the problem which is going to be discussed in this paper is, “is there any significant difference on students’ reading achievement by using Jigsaw Technique and by using Grammar Translation Method in teaching reading comprehension?”

**E. The Significance of Research**

The result of this research is expected to be useful for increasing the writer’s perspective in teaching reading comprehension.
F. The Method of Research

This research employs experiment method. The writer teaches two different classes by employing two different teaching techniques. They are Jigsaw Technique and Grammar Translation Method. In the experiment class, the writer teaches reading by employing Jigsaw Technique, while in the control class the writer teaches reading by employing Grammar Translation Method.

Before doing the experiment, the writer administers pre-test to find out whether or not both classes have the same level of reading, and after the experiment the writer administers post-test to find out the difference of both technique in the students’ reading achievement and compare them by using t-test formula.
CHAPTER II
THEORETICAL FRAMEWORK

A. Cooperative Learning

1. The Understanding of Cooperative Learning

Classroom is a place where students study together with their classmates. In Indonesian school, the number of students in a class is big - approximately 35 to 40 students. This is one of the challenges in teaching today. Teachers are expected to teach in a way that enables students to learn materials in the classroom cooperatively.

Cooperative learning is an approach of teaching that makes maximum uses of cooperative activities involving pairs and small groups of learners in the classroom. It has been defined as follows:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.\(^1\)

While according to Jane Arnold states;

Cooperative learning is more than just small group activity. In a well-structures cooperative task, there is a genuine information gap, requiring learners to both listen to and contribute to development of an oral, written or other product which represents the group’s efforts, knowledge and perspectives.\(^2\)

According to Jacobs and Stephen in Richard and Willy’s book, Cooperative Learning is more than just putting students into groups and gives them something to do. Cooperative learning principles and techniques are tools that teachers use to encourage mutual helpfulness and the active participation of all group members.\(^3\)

Cooperative Learning creates the opportunity for students to help their group members to solve their learning problems because in a small group students feel more comfortable to asking for help. In cooperative learning students can do their assignment, when students are actively involved in sharing ideas and work cooperatively to complete academic tasks.

The success of cooperative learning depends on organization of group work because cooperative learning has a goal to enhance learning and achievement by encouragement of interaction and cooperation from each other.

Based on all statements above, the writer summarized that cooperative learning is a learning model which provides opportunity to interact and communicate each other. Cooperative learning is not just putting students into groups but they should learn social skills. The cooperative learning requires the students to be active in the group and achieve the main goals of every member in the group.

---
2. **The Principle of Cooperative Learning**

In cooperative learning the teacher and students should knew and understood some principles in cooperative learning, they are:

a. Students are encouraged to think of ‘positive interdependence’ which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.

b. In cooperative learning, students often stay together in the same group for a period of time so they can learn how to work better together. The teacher usually assigns students in to the groups so that each group are mixed males and females, different ethnics group, different proficiency levels, etc. this allows students to learn from each other and also gives them practice in how to get along with people different from themselves.

c. The efforts of an individual help not only the individual to be rewarded, but also others in the class.

d. Social skills such as acknowledging another’s contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught.

e. Language acquisition is facilitated by students interacting in the target language.

f. Although students work together, each student is individually accountable.

g. Responsibility and accountability for each other’s learning are shared.

h. Each group member should be encouraged to feel the responsibility for participating and for learning. Leadership is ‘distributed.’

i. Teacher not only teaches language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.\(^4\)

Based on the principles of cooperative learning above, the writer resumed that when students have not been taught how to work with others, teachers should not expect to be able to put them together in groups and

---

ask them work together effectively but teachers should consider skills of students. Teachers have to understand that students can adapt with other students.

3. The Elements of Cooperative Learning

There are five elements that should be understood in order to cooperative learning are successful:

a. Positive interdependence

Positive interdependence occurs when group members feel that what helps one member helps all and what hurts all. It is created by the structure of CL tasks and by building a spirit of mutual support within the group. For example, a group may produce a single product such as an essay or the scores for members of a group may be averaged.

b. Group formation

Group formation is an important factor in creating positive interdependence. Factors involved in setting up groups include:

- Deciding on the size of the group: this will depend on the tasks they have to carry out, the age of the learners, and the limits of the lesson. Typical group size is four to eight.
- Assigning students to groups: groups can be teacher-selected, random, or student-selected, although teacher-selected is recommended as the usual mode so as to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex.
- Students’ roles in groups: each group member has a specific role to play in a group, such as noise monitor, turn-taker, monitor, recorder, or summarizer.

c. Individual accountability

Individual accountability is encouraged through the assignment of specific roles or tasks, and individuals are held accountable for the success of each of the other members. Accountability is also developed through activities which ask learners to engage in self-evaluation concerning their participation in the group, the value of their contributions and their attitudes and actions towards the other members. While all models encourage individual responsibility to the group, the degree to which students are

---

evaluated in terms of their group participations varies in the different cooperative models.\textsuperscript{7}

d. Social skills
Social skills for cooperative groups to succeed, individual members need to trust and enhance communication, leadership, problem-solving and decision making in group interaction. They need to learn how to work together as a team and how to help each other, assuming responsibility for their own and each others’ learning. Needed are skills in negotiating (clarifying, seeking clarification, checking for comprehension, probing for more information) as well as group interaction skills in turn-taking, listening, encouraging, helping, disagreeing appropriately and accepting others’ opinion and disagreements.\textsuperscript{8}

e. Group processing
Besides engaging in group tasks, learners also need to reflect upon their group’s experiences, nothing how group members interacted doing that task, the kind and number of contributions each made, and the difficulties that were encountered as different views were suggested of one member was noticeably silent or vocal. Through this processing, learners acquire of refine meta-cognitive and socio-affective strategies of monitoring, learning from others, and sharing ideas and turns. In that reflection they also engage in language use that is not typically available or fostered in traditional language classrooms or activities.\textsuperscript{9}

Cooperative learning teams are deliberately heterogeneous and consist of two to four members. In bigger groups, there is a high achiever, on or two average achiever and a low achiever. The groups are chosen by the teacher after a deeply consideration. The teams are responsible for learning the task and helping each other. Learners are encouraged to explain ideas or skills to one another, each member being an active participant and important resource for whole team.

From all explanations above, the writer believes that in order to cooperative learning become more effective; teacher must understand the nature of cooperation and the essential components of cooperative

\textsuperscript{7}. Jane Arnold, *Affect in Language Learning* (Cambridge: Cambridge University Press, 1999). P.228
\textsuperscript{8}. Jane Arnold, *Affect in Language*.... P.228
\textsuperscript{9}. Jane Arnold, *Affect in Language*.... P.228-229
learning. Teachers also have to understand the process of five elements in cooperative learning as mentioned above.

4. The teacher’s role

The teacher’s role is essential of cooperative learning because the success of this method cannot be apart from the role of the teacher. According to Wendy McDonnell in Carolyn Kesseler’s book states, there are five roles of the cooperative learning as a teacher.¹⁰

1) The Teacher as Inquirer

The Teacher as Inquirer means that cooperative learning educators are informed about the issues of teaching and learning. They know how children learn and how they acquire a first and second language. They value the language and culture that the second language learners bring to the classroom. They have adopted, in Cummins term, an “additive orientation” to students’ culture and language. They prepared to examine their response to diversity, their tolerance for ambiguity, their ability to flexible, and their commitment to educating the minority student.

2) The Teacher as Creator

One of the successes of cooperative learning is how the teacher creates the learning environment. According to Johnson in Carolyn Kessler “the teacher’s roles as creator are creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and times”.¹¹

3) The Teacher as Observer

Observations can be divided into two parts they are informal method and formal method. One type of informal method is *global observations* while type of formal method is *systematic learner interests, strengths, needs, feelings, body languages, and gesture or tone of the talk*. Meanwhile, Systematic observations focus the teacher’s observations. The teacher prepares a checklist in order to identify essential skills for cooperative interaction.

---

¹⁰ Carolyn Kesseler, ..., p. 164-171
¹¹ Carolyn Kesseler, ..., p.155
4) The Teacher as Facilitator

The role of facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role. Effective facilitators are prepared to intervene and to assist in the problem solving process. They support and encourage the learner’s desire to learn.

The teacher facilitator can be seen moving about the room, helping students and groups as needs arise. During this time the teacher interacts, teaches, refocuses, questions, clarifies, support, expands, celebrates, and emphasizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources.

5. The Jigsaw Technique

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 was developed and tested by Elliot Aronson and his colleagues at the University of Texas. As one of the techniques of cooperative learning method, Jigsaw has special characteristic that bringing fun into the learning environment.

As Quoted by Judy Clarke that, “The original idea of naming the process of reconstituted group as “jigsaw” comes from the metaphor of putting together the pieces of a puzzle to create a whole picture”.

Jigsaw technique uses the same basic principle as jigsaw puzzles with one exception. The player who doing a jigsaw puzzle has all the pieces s/he needs in front of her/him. While, the participants in jigsaw techniques only has one (or few) piece(s) in front of her/him.

Jigsaw task that applied in the classroom and dividing students into small group are working together to gain the information they need to study a topic or complete a task, and thus each of them has a different

---


piece of puzzle. Each student studies and rehearses material also specific purpose in their mind: before they teach or tell the other members of group. As quoted by Coelho that: "the main points and important details of his/her own pieces of information, the group then works together to evaluate and synthesize the information in order to solve a problem or complete a task".  

The Jigsaw was developed as one way to build a classroom as a community of learners where all students are valued. All employees, board members, owners and perhaps clients are acknowledged as valued participants in the ongoing organizational tasks of finding and solving problems.

At last, the writer concluded that jigsaw technique is a technique of learning which grouping students into small group. Then each 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 with other group’s learning material until each group has all learning material from all other groups.

6. The Teaching Reading by Using Jigsaw Technique

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

a. Grouping and division of the task.

The teacher divides the class into groups of four to six depending on the number of the pieces of the text. These are the home teams. The teacher distributes the pieces of the text and each student receives a piece from the text consisting of different information that related each other constructing a story or a topic. The students are

---

given a chance to read and study their text before they leave their home teams.

b. Working in the expert groups.

Each student leaving his/her home teams, then make a new group with students from other groups who have the same piece of text. These groups called the expert teams. Students in the expert group discussing the piece of text they have. First, each student in expert group have to study the text and secondly they listen to the opinion of the other students in their expert group. And the last, they take conclusion.

c. Working in the jigsaw groups.

The students return to their home teams, which is called jigsaw group. The teacher asks the members of each jigsaw group to teach each other what they have learned in the expert group. The time to teach each other in a jigsaw group is limited. The teacher emphasizes the students that they have a responsibility to teach their teammates, to be a good teacher as well as a good listener. Teacher will give few questions, to see that they have understood the material and ready for the quizzes and teacher allows a time for everyone to finish the questions, it can be a group or individual task.

From several steps above, the writer abridges that the teacher has to do all steps of jigsaw technique. If one of the steps doesn’t apply in the classroom, the process of teaching will not effective because all of the techniques related each other.

B. Grammar Translation Method

1. The Understanding of The Grammar Translation Method

The Grammar Translation Method is not a new it was being used by language teachers for many years. Long time ago it was called the classical method since it was first used in the teaching of the classical language, such as Latin and Greek. Earlier in this century, this method was
used for the purpose of helping students to read and appreciate foreign language literature. It was also hoped that, through studying the grammar of target language, students would become more familiar with the grammar of their native language and that his familiarity would help them to speak and write their native language better.

Grammar translation dominated European and foreign language teaching from the 1840s to the 1940s, and modified from it continues to be widely used in the some parts of the world today. Although the Grammar-Translation method often making students frustration, it makes few demands on teachers. It is still used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language.

The grammar translation method instructs students in grammar and provides vocabulary with direct translations to memorize.

By mastering grammar rules and memorize vocabularies, students will be able to comprehend several texts without misinterpretation. Moreover, if the students have mastered grammar rules and vocabularies, they are able to comprehend and translate the target language into their native language; they will be able to write a text in the target language correctly.

From the statements above we know that Grammar Translation Method is not a new method. It was called classical method and used in teaching Latin and Greek. It was widely used in several countries. Grammar Translation Method stresses in structure and vocabularies. The teacher’s role in this method is to teach students patterns in grammar, give students vocabularies list and ask them to memorize the vocabularies.
2. The Technique of Grammar Translation Method

There are some useful techniques associated with the Grammar Translation Method. Below is an expanded description about some of these techniques.  

a. Translation of a Literary Passage
Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully which designed consist of particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms, but rather in a way that shows that they understand it meaning.

b. Reading Comprehension Question
Students answer the questions in the target language based on their understanding of the reading passage. The questions are sequenced so that the first part of questions asks for information contained within the reading passage. In order to answer the second part of questions, students will have to make inferences based on their understanding of the passage. it means that they will have to answer questions about the passage even though their answers are not exist in the passage itself. The third part of questions requires students to relate the passage to their own experience.

c. Antonyms/Synonyms
Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking

---

students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding of the passage they read in the reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible (Allen 1983).

d. Cognates
Students are taught to recognize cognates by learning the spelling or sound patterns that correspond to the languages. Students are also asked to memorize several words that look like cognates but have meanings in the target language that are different from those in the native language. This technique would only be useful in languages that share cognates.

e. Deductive Application of Rule
Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different example.

f. Fill-in-the-blanks
Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

g. Memorization
Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjunctions.
h. Use Words in sentences

In order to show that students understand the meaning and using of new vocabularies item, they make up sentences in which using the new words.

i. Composition

The teacher gives the students a topic to write about in the target language. The topic based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis reading passage.

From those lists of techniques which is used in Grammar Translation Method, the writer briefly that this method only focus on the development of reading and writing skills in the context of translation, while very little attention was placed on any productive aspects of the language.

C. Reading Comprehension

1. The Understanding of Reading

Before defining reading comprehension, it is better for the writer to define the meaning of reading and comprehension itself. The term of reading has many interpretations. Different people use the term reading in different ways. It is because people have different purposes, different basic knowledge, and different importance when they are reading. For that reason, reading would be described and defined in various ways.

Godman, as quoted by Carrel states that:

Reading is receptive language process. It is a psycholinguistic process in that it stars with a linguistic surface representation encoded by a writer and ends with meaning that the reader constructs. In the other hands, there is an interaction between language and thought in reading. The writer puts thought as language in printed from and the reader analyzes language to
thought. From the process, the reader receives the message that the writer conveys.16

Whereas, Pamela J. Farris quoted from Zemelman, Daniels, and Hyde state:

“Reading means getting meaning from print. The essence of reading is a transaction between the words of an author and the mind of the reader, during which meaning is constructed.”17

While John F. Savage and Jean F. Mooney say that:

“Reading is language activity, a process of moving through printed language to meaning.”18

And William Grabe and Fredricka L. Stoller say that:

“Reading is ability to draw meaning from printed page and interpret this information appropriately.”19

According to the writer reading is an interaction between the reader and the writer through the written language in the process of exchanging information or idea from the writer to the reader.

2. The Understanding of Comprehension

Reading is followed by comprehension, because a reader has to understand what he/she reads to get new information from the text. Some linguists had discussed about the definition of comprehension. There is some definition of comprehension:

The definition comes from John F. Savage and Jean F. Mooney. They define that comprehension is cognitive activity, the ability to derive

---

19 William Grabe and Fredricka L. Stoller, Teaching and research reading (London:Longmen, 2002), p.9
meaning and understanding from printed language.\textsuperscript{20} While Jean Osborn says that comprehension occurs when the reader activities or constructs a schema that explains events and objects described in a text.\textsuperscript{21}

From the statements above, it can be stated that comprehension is an understanding which the reader constructs the new information by describing it in the printed language.

3. The Understanding of Reading Comprehension

Pamela J. Farris defines that reading comprehension is the process of understanding the message that the author is trying to convey. Very simply, it is making meaning from the text hand.\textsuperscript{22} Whereas John F. Savage and Jean F. Mooney define that, “Reading comprehension is the process of acquiring or deriving meaning and understanding of printed language; involve cognitive functioning related to what one reads.”\textsuperscript{23}

While, Francois Grellet state, Reading comprehension understands a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled.\textsuperscript{24}

Another definition comes from Eskey who says that reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.\textsuperscript{25}

From the statements above, the writer would like to state that reading comprehension is understanding of a written text containing information. And the reading purpose of the writer is to find what he or

\textsuperscript{20} John F. Savage and Jean F. Mooney, \textit{Teaching Reading to Children with Special Needs}, (London: Allyn and Bacon, inc., 1997)
\textsuperscript{22} Pamela J. Farris, Carrol J. Fuhler and Maria P. Walhater, …, p. 3219
\textsuperscript{23} John F. Savage and Jean F. Mooney, …p.7
\textsuperscript{24} Francoise Grellet, \textit{Developing Reading Skills}, (Cambridge: Cambridge University Press, 1994), p. 3
she wants to know and get from the information and also what he or she needs from the information.

4. The Hypotheses of Study

The research is to answer the question of “is there any significant difference on students’ reading achievement by using cooperative learning and by using Grammar Translation Method?”

To get the answer of the question above, the writer proposes Alternative Hypothesis (Hₐ) and Null hypothesis (H₀) as follows:

Hₐ : There is significant difference between the students’ reading comprehension achievement who taught by using Jigsaw technique and those who taught by using Grammar Translation Method.

H₀ : There is no significant difference between the students’ reading comprehension achievement who taught by using Jigsaw technique and those who taught by using Grammar Translation Method.
A. Research Methodology

1. The Objective of Research
   The objective of the research is to find out whether there is any significant difference on students reading comprehension achievement taught by using Jigsaw technique and by using Grammar Translation Method.

2. The Place and Time of Research
   The research of this study was held at SMP Islam Parung which is located on Jl.Raya Parung Bogor, No.648 Parung Kabupaten Bogor. The writer did the research from January 14, 2011 to January 27, 2011. The research was focused on student at eighth grade which consist of two classes, they are grade 8.1 as a controlled class and grade 8.2 as an experiment class.

3. The Method of Research
   This research used experiment method, the writer teaches two different classes those are controlled and experimental class. The writer provided a pre test and post treatment test, pre test was given before the material had been given and post test in the last meeting in both of classes. The writer conducted several meeting in teaching reading comprehension.
In the first meeting, the writer gave reading comprehension test to the students, called pre test. After several teaching and learning reading comprehension by using Jigsaw technique, the student had test again, called post test. To see the influence of this technique to the students reading comprehension achievement, the writer used the comparative technique. The writer compared students’ post-test score in both experimental and controlled class to see whether there are students gain scores before and after the treatment.

4. The Technique of Sampling Taking

In this research, the writer took population from the eighth grade of students at SMP Islam Parung Bogor. The eighth grade of this school consists of five classes with total 156 students.

The sample of this research is 60 (sixty) students which consist of two classes (8.1 and 8.2), it was decided by using purposive cluster sampling technique.

5. The Technique of Data Collecting

In collecting data, the writer gave reading comprehension tests to the students. The tests were given for getting the objectives data of student’s achievement in reading skill by using Jigsaw technique in experimental class and by using Grammar Translation Method in controlled class. The writer applied two tests: those are pre test and post test. Pre test was given before teaching learning process and post test was given after teaching learning process. The test consists of twenty questions, ten questions are multiple choices and ten questions are true and false questions. The writer gave score ‘a hundred’ for total correct answer. By calculating the total correct answer multiplied by five.
6. The Technique of Analyzing Data

After getting the data the writer needs in research is to process and analyze them. The writer compared the scores between experiment and controlled class. To find out the differences of student’s score which have taught by using different technique, the writer used statistical calculation of the ‘t’ test with significant degree 5% and 1% as follow.¹

\[ t_o = \frac{Mx - My}{SEmx - my} \]

But, before accounting the data using t-test the procedure of calculation are follows:

1. Determining mean of variable X\((M_x)\), with formula:
   \[ M_x = \frac{\sum X}{N} \]

2. Determining mean of variable Y\((M_y)\), with formula:
   \[ M_y = \frac{\sum Y}{N} \]

3. Determining of standard of deviation X\((SD_x)\), with formula:
   \[ SD_x = \sqrt{\frac{\sum X^2}{N}} \]

4. Determining of standard of deviation Y\((SD_y)\), with formula:
   \[ SD_y = \sqrt{\frac{\sum Y^2}{N}} \]

5. Determining of standard errors mean of variable X\((SE_{MX})\), with formula:
   \[ SE_{MX} = \frac{\sum SD_x}{\sqrt{N-1}} \]

6. Determining of standard errors mean of variable Y\((SE_{MY})\), with formula:
   \[ SE_{MY} = \frac{\sum SD_y}{\sqrt{N-1}} \]

7. Determining of standard error of different mean of variable X and mean of variable Y, with formula:

\[ SE_{M_X - M_Y} = \sqrt{SD_{mx}^2 + SD_{my}^2} \]

After all data were calculated, the last procedure is determining df (degree of freedom) with formula:

\[ df = (N_x + N_y) - 2 \]

Where:
- \( M \) = the average of student score
- \( SD \) = standard deviation
- \( SE \) = standard errors
- \( X \) = experiment class
- \( Y \) = controlled class
- \( N \) = number of students
- \( df \) = degree of freedom
B. Research Finding

1. The Description of Data

The writer took the field of research by including the experiment. She got the data from pre-test and post test of teaching reading comprehension. In this part the writer gave the report concerning the description according to pre-test and post-test from the experiment class and the control class.

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Name</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained (d) Score (Pre test and Post Test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shelly Agustina</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Devi Ayu Pangukir</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Regi Kalilah</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Karnisa Tri Ganuara</td>
<td>60</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Tri Putra Ramadhan</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Rizki Ramadhan</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Arya Susanto</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Aldo Rachmat</td>
<td>45</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Widia Astuti. F</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>Eka Safitri</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Nur Muhammad W.</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>Chaerul Maulana</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Hafid Sukendar</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Siti Yulianah</td>
<td>35</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>Ifah Afivah</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Age</td>
<td>Score</td>
<td>Experience</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------</td>
<td>-----</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>16</td>
<td>Nur Laili</td>
<td>40</td>
<td>75</td>
<td>35</td>
</tr>
<tr>
<td>17</td>
<td>Marie Fahrul Rauzy</td>
<td>70</td>
<td>90</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>Ivan Ramadhan</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>19</td>
<td>M. Ihsan Kamil</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>Rio Sofian hadi</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>Elista Lia Pita Loka</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>22</td>
<td>Mustika Arabia</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>Andara Gita Haerudin</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>24</td>
<td>Meky Ari Wibowo</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>25</td>
<td>Dody Sumarna</td>
<td>80</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>26</td>
<td>Rifky Maulana</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>27</td>
<td>Marini</td>
<td>45</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>Muhammad Rifqi</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>29</td>
<td>Bagus Gunawan</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>Afrah Azlia</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>∑</strong></td>
<td>1750</td>
<td>2225</td>
<td>465</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>58.33</td>
<td>74.17</td>
<td>15.5</td>
</tr>
<tr>
<td>No</td>
<td>Students’ Name</td>
<td>Pre-test Score</td>
<td>Post-test Score</td>
<td>Gained (d) Score (Pre test - Post Test)</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Avinaldi</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Maya Yulia sari</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Nina Marlena</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Lisaroh</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Bunga nur Indah</td>
<td>35</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Juliet ayu Puspita sari</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Debby Ghetyas. S</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Sulaeman</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Adam J</td>
<td>70</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>M. yusuf Mauludin</td>
<td>55</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Muhammad Furqan</td>
<td>35</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>Gusti Rianda</td>
<td>70</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>M. Nurdiansyah</td>
<td>80</td>
<td>75</td>
<td>-5</td>
</tr>
<tr>
<td>14</td>
<td>M. Irfan Syahroni</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>Fajri Kurniawan</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Dinda Puspita Sara</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>Tri Maryati</td>
<td>30</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Reza. S</td>
<td>55</td>
<td>45</td>
<td>-10</td>
</tr>
<tr>
<td>19</td>
<td>Adi bakti Eka</td>
<td>50</td>
<td>45</td>
<td>-5</td>
</tr>
<tr>
<td>20</td>
<td>Rizki Junaedi</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>Sohib Sopian Bahri</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>22</td>
<td>Cici Adindita Putri</td>
<td>55</td>
<td>45</td>
<td>-10</td>
</tr>
<tr>
<td>23</td>
<td>Sonia Pandita</td>
<td>40</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>Azis fadliansyah</td>
<td>55</td>
<td>45</td>
<td>-10</td>
</tr>
<tr>
<td>25</td>
<td>Dede Ilmawan</td>
<td>70</td>
<td>60</td>
<td>-10</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>26</td>
<td>Oktavia Adriani</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>27</td>
<td>Regi ebtian</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>28</td>
<td>Eko Ardiansyah</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>29</td>
<td>Ridwan Kurniadi</td>
<td>70</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>30</td>
<td>Siti Musdalifah</td>
<td>35</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Σ</td>
<td>1565</td>
<td>1720</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>52.17</td>
<td>57.33</td>
<td>5.17</td>
</tr>
</tbody>
</table>
2. The Analysis of Data

In analyzing the data, the writer used the comparative technique where the writer compared the experimental class and controlled class. This technique is useful to prove statistically whether there is any significant difference between the two variables, those are teaching reading by using Jigsaw technique and teaching reading by using Grammar Translation Method.

After getting the data which are the results of students reading comprehension achievement both of two classes, the writer analyzed them by using statistic calculation of the t-test formula as follows.

Table 3.3
The Comparison Score Between Student in Experiment class and Student in Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Students</th>
<th>X</th>
<th>Y</th>
<th>X</th>
<th>Y</th>
<th>x^2</th>
<th>y^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>20</td>
<td>10</td>
<td>4.5</td>
<td>4.83</td>
<td>20.25</td>
<td>23.33</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>15</td>
<td>10</td>
<td>-0.5</td>
<td>4.83</td>
<td>0.25</td>
<td>23.33</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>10</td>
<td>5</td>
<td>-5.5</td>
<td>-0.17</td>
<td>30.25</td>
<td>0.03</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>-5.5</td>
<td>4.83</td>
<td>30.25</td>
<td>23.33</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>-10.5</td>
<td>9.83</td>
<td>110.25</td>
<td>96.63</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>-10.5</td>
<td>4.83</td>
<td>110.25</td>
<td>23.33</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>15</td>
<td>10</td>
<td>-0.5</td>
<td>4.83</td>
<td>0.25</td>
<td>23.33</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>15</td>
<td>5</td>
<td>-0.5</td>
<td>-0.17</td>
<td>0.25</td>
<td>0.03</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>20</td>
<td>5</td>
<td>4.5</td>
<td>-0.17</td>
<td>20.25</td>
<td>0.03</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>-5.5</td>
<td>-5.17</td>
<td>30.25</td>
<td>26.73</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>15</td>
<td>15</td>
<td>-0.5</td>
<td>9.83</td>
<td>0.25</td>
<td>96.63</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>0</td>
<td>5</td>
<td>-15.5</td>
<td>-0.17</td>
<td>240.25</td>
<td>0.03</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>5</td>
<td>-5</td>
<td>-10.5</td>
<td>-10.17</td>
<td>110.25</td>
<td>103.43</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>25</td>
<td>5</td>
<td>9.5</td>
<td>-0.17</td>
<td>90.25</td>
<td>0.03</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>30</td>
<td>10</td>
<td>14.5</td>
<td>4.83</td>
<td>210.25</td>
<td>23.33</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>35</td>
<td>10</td>
<td>19.5</td>
<td>4.83</td>
<td>380.25</td>
<td>23.33</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>20</td>
<td>10</td>
<td>4.5</td>
<td>4.83</td>
<td>20.25</td>
<td>23.33</td>
</tr>
</tbody>
</table>
The writer calculated the data based on the step of the test. The formulation as followed:

1. Determining mean of variable $X(M_x)$, with formula:
   
   $$M_x = \frac{\sum X}{N} = \frac{465}{30} = 15.5$$

2. Determining mean of variable $Y(M_y)$, with formula:

   $$M_y = \frac{\sum Y}{N} = \frac{155}{30} = 5.17$$

3. Determining of standard of deviation $X(SD_x)$, with formula:

   $$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{20675}{30}} = \sqrt{68.92} = 8.30$$

4. Determining of standard of deviation $Y(SD_y)$, with formula:

   $$SD_y = \sqrt{\frac{\sum Y^2}{N}} = \sqrt{\frac{172417}{30}} = \sqrt{57.47} = 7.58$$

5. Determining of standard errors mean of variable $X(SE_{Mx})$, with formula:

   $$SE_{Mx} = \frac{SD_x}{\sqrt{N-1}} = \frac{8.30}{\sqrt{29}} = \frac{8.30}{5.38} = 1.54$$
6. Determining of standard errors mean of variable Y (SE<sub>MY</sub>), with formula:

$$SE_{MY} = \frac{\sum SDy}{\sqrt{N-1}} = \frac{7.58}{\sqrt{29}} = \frac{7.58}{5.38} = 1.41$$

7. Determining of standard error of different mean of variable X and mean of variable Y, with formula:

$$SE_{MX - MY} = \sqrt{SE_{mx}^2 + SE_{my}^2}$$

$$= \sqrt{1.54^2 + 1.41^2}$$

$$= \sqrt{2.37 + 1.99}$$

$$= \sqrt{4.36}$$

$$= 2.09$$

8. Determining t₀ with formula

$$t₀ = \frac{Mx - My}{SE_{mx - my}}$$

$$= \frac{15.5 - 5.17}{2.09}$$

$$= \frac{10.33}{2.09}$$

$$= 4.94$$

df = N₁ + N₂ - 2

= 30 + 30 - 2

df = 58

Knowing the value of df is not mentioned in the t table, for this reason the writer used the closer value to 58, that is 60 as degree of freedom (df).

The value of df 60 at the degree of significance 5% or tₐₚₗₑ of df 60 = 2.00

The value of df 60 at the degree of significance 1% or tₐₚₗₑ of df 60 = 2.65
3. The Hypotheses of Research

The research was held to answer the question “is there any significant difference on students’ reading achievement by using Jigsaw technique and by using Grammar Translation Method in teaching reading comprehension?”

To get the answer from the question above, the writer proposed Alternative Hypothesis (Hₐ) and Null hypothesis (H₀) as follows:

Hₐ: There is significant difference between the students’ reading comprehension achievement who taught by using Jigsaw technique and who taught by using Grammar Translation Method.

H₀: There is no significant difference between the students’ reading comprehension achievement who taught by using Jigsaw technique and who taught by using Grammar Translation Method.

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

If \( t ≥ t_{table} \), the Null Hypothesis (H₀) is rejected. It means there is significant difference between the student's reading comprehension achievement who taught by using Jigsaw technique and who taught by using Grammar Translation Method.

If \( t ≤ t_{table} \), the Null Hypothesis (H₀) is accepted. It means there is no significant difference between the student's reading comprehension achievement who taught by using Jigsaw technique and who taught by using Grammar Translation Method.

According to statistic calculation, it is obtained the value of \( t_{o} = 4.94 \). The degree of freedom is 58. The writer used the closer df of 58 mentioned in \( t_{table} \), is 60. Then the writer used degree of significance 5% and 1%. Based on both of significance, it can be seen that on df = 60 in
significance 5% and 1% the value of the degree significance are 2.00 and 2.65.

By comparing the result of $t_i$ and $t_o$, that in significance 5%, $t_o$: $t_i = 4.94 > 2.00$, and in significance 1%, $t_o$: $t_i = 4.94 > 2.65$. According to those results, the writer gets conclusion that $H_0$ is rejected and $H_a$ is accepted.

4. The Interpretation of Data

Based on the analysis of the result calculated above, the writer could make interpretation that teaching reading comprehension by using Jigsaw technique is has any significance difference on student's reading comprehension achievement. It can be seen on their reading comprehension score, the student's reading comprehension score taught by using Jigsaw technique is higher than the student's reading comprehension score taught by using Grammar Translation Method.
A. Conclusion

Reading comprehension is one of four English basic language skill that students feel difficult to learn because in reading comprehension students not only have to read the passage but also have to understand about the contents of the passage. In this case, the teacher has to know many methods to teach English especially teaching reading comprehension in order to make the students master the English easily.

Jigsaw is a teaching technique that is effective in teaching English reading comprehension. It makes students have responsibility to teach each other. It means that the students become teachers for their teammates.

After conducted the research, the writer got the conclusion that $t_o$ is 4.94 and $t_{table}$ of degree of significance 5% is 2.00. It means that alternative hypothesis ($H_a$) is accepted and null hypothesis is rejected because of $t_o > t_{table}$. Therefore, it can be inferred that teaching reading comprehension by using jigsaw technique is more effective than teaching reading comprehension by using Grammar Translation Method and it is proven by the gain score of the experiment class is higher than the controlled class.

B. Suggestion

The writer would like to give some suggestions that might be useful in applying the jigsaw technique, as follows:
1. The teacher should use Jigsaw technique in teaching reading comprehension because the research has proved that Jigsaw technique is an effective technique in teaching reading comprehension.

2. In grouping students in Jigsaw technique, the group should be heterogenic based on student’s ability, gender or background. And teacher also has to pay more attention to the student to make sure that every student does their rule correctly and understand about the important of his part in the group. The student should remember their rule that had been given by teacher.

3. The teacher should have a good preparation about the teaching process, teacher should divides every material that being teaching into a few parts and uses the time accurately, teacher should determining about how long the time that will use to grouping the students, distribute the material, discuss in the expert group and discuss in home group. Because in Jigsaw technique every group is given different part of a same material so they have to use the time accurately.

4. The teacher has to control the learning process carefully, to make sure that the students don’t go out of material.
REFERENCES


Coelho, Elizabeth, Jigsaw: Integrating Language a content, New Jersey: Prentice-Hall 1992


Grellet, Francoise, Developing Reading Skills, Cambridge: Cambridge University Press, 1994


Jacobs, George M. and Stephen Hall, Implementing Cooperative Learning, RELC Journal, 1994 Vol. 52

Kangan, Spencer and Mc Groarty, Mary, Cooperative Learning a Response to Linguistic and Cultural Diversity, Washington: CAL (Center for applied linguistic), 1993

Kessler, Carolyn, Cooperative Language Learning, New Jersey: Prentice-Hall 1992


Savage, John F and Jean F. Mooney, Teaching Reading to Children with Special Needs, London: Allyn and Bacon, inc., 1997


Sudjiono, Anas Prof. Drs. *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2005
SURAT KETERANGAN

Nomor:

Yang bertanda tangan dibawah ini:
Nama  : Drs. H. Zarkasih
Jabatan : Kepala Sekolah
Tempat Tugas : SMP Islam Parung

Menerangkan:
Nama  : Megasari Nurul Inayati
NIM    : 204014003216
Status  : Mahasiswa Universitas Islam Negri Jakarta
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris


Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya. Atas perhatiannya diucapkan timakasih.

Bogor, April 2011
Ka. SMP Islam Parung

Drs. H Zarkasih
REFERENCES


http://edtech.kennesaw.edu/intech/cooperativelearning.htm#elements


Sudjiono, Anas Prof. Drs. *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2005
REFERENCES


Coelho, Elizabeth, Jigsaw: Integrating Language a content, New Jersey: Prentice-Hall 1992


Grellet, Francoise, Developing Reading Skills, Cambridge: Cambridge University Press, 1994


Jacobs, George M. and Stephen Hall, Implementing Cooperative Learning, RELC Journal, 1994 Vol. 52

Kangan, Spencer and McGroarty, Mary, Cooperative Learning a Response to Linguistic and Cultural Diversity, Washington: CAL Center for applied linguistic, 1993

Kessler, Carolyn, Cooperative Language Learning, New Jersey: Prentice-Hall 1992


Savage, John F and Jean F. Mooney, Teaching Reading to Children with Special Needs, London: Allyn and Bacon, inc., 1997


Sudjiono, Anas Prof. Drs. *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2005
Elephant

Elephants are the largest land animals in the world. Whales are the largest sea animals. These two huge animals may, in fact, be related. Biologists now believe that the ancestors of elephants once lived in the sea. There is plenty of evidence to support this idea. For example, the shape of an elephant’s head is similar to a whale’s. Also, elephants are excellent swimmers. Some have chosen to swim for food to islands up to 300 miles from shore. Like the whale, the elephant, too, uses sounds to show anger or for other kinds of communication. Finally, in certain ways, female elephants behave much like female whales. When an elephant or a whale baby is born, a female friend stays nearby to help the mother.

The elephant’s trunk is not just a large nose or upper lip. It’s an essential an unique feature that serves many purposes for this animal. For one, it is used to make many kinds of sounds. With its trunk, the elephant can communicate anger, fear, or happiness. The trunk is also used as if it were a kind of hand. At the end of the trunk are two muscles shaped like fingers. These muscles can pick up food and water and carry them to the elephant’s mouth. Elephants use their trunks to take dust baths, too, throwing the dust over their backs. If an elephant’s trunk is seriously injured, the elephant may die. Without its trunk, it has great difficulty getting enough to eat.

Choose the correct answer by giving cross (X) on the words a, b, c, d!

1. The main idea of paragraph one is …. 
   a. the largest animal in the world      c. elephant is the largest animal in the world
   b. how elephants and whales are alike  d. whale is the largest animal in the world

2. Which of the following is NOT true about similarities between elephant and whale …. 
   a. they have the same shape head  
   b. they use the sound to communicate 
   c. the female elephant never stay nearby to help the mother when it born the baby 
   d. they are excellent swimmer

3. The subject of the last paragraph is …. 
   a. the elephant’s body 
   b. the elephant’s dust baths 
   c. the elephant’s trunk 
   d. the elephant’s muscle

4. The pronoun of ‘it’ in line 10 refers to … 
   a. the elephant’s trunk  
   b. the elephant 
   c. nose  
   d. lip
5. All of the following are true about elephant’s trunk EXCEPT …
   a. the elephant can communicate anger, fear, or happiness by their trunk
   b. the elephant can swim by their trunk
   c. the elephant can pick up food and water by their trunk
   d. the elephant can throw the dust over their backs by their trunk

6. The author mentions that elephant has two muscles shaped like fingers. Where is the location of it muscle ….
   a. between nose and lip   c. at the end of the trunk
   b. at the top of the trunk   d. at the end of the foot

---

A Description of Birds of Indonesia

There are many species of bird found only in Indonesia. Indonesia can be divided into two regions for the study of birds. The western part consists of the big islands of Sumatra, Java, Bali and Kalimantan. In this region there are many birds found also in Pakistan and South China. There are about six hundred different birds found in this region. Among them are about sixteen species found only in this region. Three of them are the flycatchers, the sunbirds and the woodpeckers.

To the east of the Wallace Line, there are more than seventy species of birds found only in Sulawesi, Maluku, and West Papua. One species that is most colorful and beautiful to watch is the Bird of Paradise. There are thirty-eight different species of the Bird of Paradise. Bird of Paradise is one of protected animal because its number is near of extinction. Many painters make a painting about it because of its beauty.

West Papua on the eastern end of Indonesia has many birds similar to the Australian birds. Several species are common to both countries. One interesting bird is the long-legged cassowary. It is a large bird, which cannot flies and lives in the lowland rainforest. There are many other birds is similar to Australia such as budgerigar, blackbird, turkey and many more.

Choose the correct answer by giving cross (X) on the words a, b, c, d!

7. What is the topic of the first paragraph ….
   a. Indonesia can be divided into two regions
   b. Many species of bird found in Indonesia
   c. There are many species found in Sulawesi
   d. The western part consists of the big islands

8. All of the following are true about western part used for the study of birds EXCEPT …

9. The pronoun of ‘Them’ in line 5 refers to….
   a. Birds   b. Region   c. Species   d. Flycatchers

10. What is the main idea of the second paragraph ….
    a. the Bird of Paradise
    b. More than seventy species of birds found only in Sulawesi, Maluku, and West Papua.
    c. The east of the Wallace Line
    d. Many painters make a painting about it because of its beauty.

11. According to the passage, how many different species of the Bird of Paradise ….
    a. Thirty eight   b. Eighteen   c. Six hundred   d. Sixteen

12. ‘Similar’ in line 12 has the same meaning with ….
    a. Same   b. Different   c. special   d. popular
13. According to the passage, what kind of bird that cannot fly and lives in the lowland rainforest ....
   a. Woodpecker  b. Cassowary  c. Sunbirds  d. Flycatchers

The coconut tree

Coconut is one of a very useful plant. It can found easily in the area along the beach. Usually we see many people drink the water from it fruit, people drink it with ice or without ice, both of them is really delicious. Beside the water the fruit can also processed into a food, like “Nata de Coco” or “Wong Coco”. While the old fruit can be processed into kitchen flavour, Indonesian people usually call it “Santan”. To make a “santan” people need to grating the fruit and then extorting it.

Coconut becomes very useful because we can use every part of it. The traditional sailors who live along the beach usually make a traditional boat with its tree. They choose coconut tree because it is very strong and hard to moldering by sea water. Not only for a boat, the tree is usually uses as the material for making a traditional drum, in Indonesia it called “Beduk”. People said that the drum which is made by coconut tree produce more beautiful sound compared by the drum made by other material.

When the Moslems celebrate the “lebaran”, we can found many of “ketupat” that made of coconut leaves are sell in every corner of the town in Indonesia. Beside that, it can also use as a roof. People in the village usually use the leaves of coconut to be a roof of farmhouse. In the center of every leaves there is a rib, this rib can use as a sweep. To make a sweep is not difficult because to make a rib we just need to collect the rib and put them together. People usually use the rib sweep to sweeping the yard. “Ketupat”, rib, roof are the proof about the use of coconut leaves.

Write “True” if the sentence is correct based on the text and “False” if the sentence is incorrect!

14. The old coconut fruit can’t be processed into kitchen flavor
15. Only the fruit from the coconut that is useful for us.
16. The boat that is made of coconut tree is easy to moldering.
17. ‘Beduk’, which is made by coconut tree, is better than ‘Beduk’, which is made by other material.
18. There is a rib in the coconut leaves.
19. People use coconut leaves to make a root of a farmhouse.
20. The coconut has many uses.
Elephant

Elephants are the largest land animals in the world. Whales are the largest sea animals. These two huge animals may, in fact, be related. Biologists now believe that the ancestors of elephants once lived in the sea. There is plenty of evidence to support this idea. For example, the shape of an elephant’s head is similar to a whale’s. Also, elephants are excellent swimmers. Some have chosen to swim for food to islands up to 300 miles from shore. Like the whale, the elephant, too, uses sounds to show anger or for other kinds of communication. Finally, in certain ways, female elephants behave much like female whales. When an elephant or a whale baby is born, a female friend stays nearby to help the mother.

The elephant’s trunk is not just a large nose or upper lip. It’s an essential an unique feature that serves many purposes for this animal. For one, it is used to make many kinds of sounds. With its trunk, the elephant can communicate anger, fear, or happiness. The trunk is also used as if it were a kind of hand. At the end of the trunk are two muscles shaped like fingers. These muscles can pick up food and water and carry them to the elephant’s mouth. Elephants use their trunks to take dust baths, too, throwing the dust over their backs. If an elephant’s trunk is seriously injured, the elephant may die. Without its trunk, it has great difficulty getting enough to eat.

Choose the correct answer by giving cross (X) on the words a, b, c, d!

1. The main idea of paragraph one is ….
   a. the largest animal in the world       c. elephant is the largest animal in the world
   b. how elephants and whales are alike   d. whale is the largest animal in the world

2. Which of the following is NOT true about similarities between elephant and whale ….
   a. they have the same shape head
   b. they use the sound to communicate
   c. the female elephant never stay nearby to help the mother when it born the baby
   d. they are excellent swimmer

3. The subject of the last paragraph is ….
   a. the elephant’s body
   b. the elephant’s dust baths
   c. the elephant’s trunk
   d. the elephant’s muscle

4. The pronoun of ‘it’ in line 10 refers to …
   a. the elephant’s trunk
   b. the elephant
   c. nose
   d. lip
5. All of the following are true about elephant’s trunk EXCEPT ….
   a. the elephant can communicate anger, fear, or happiness by their trunk
   b. the elephant can swim by their trunk
   c. the elephant can pick up food and water by their trunk
   d. the elephant can throw the dust over their backs by their trunk

6. The author mentions that elephant has two muscles shaped like fingers. Where is the location of it muscle ….
   a. between nose and lip
   b. at the top of the trunk
   c. at the end of the trunk
   d. at the end of the foot

A Description of Birds of Indonesia

There are many species of bird found only in Indonesia. Indonesia can be divided into two regions for the study of birds. The western part consists of the big islands of Sumatra, Java, Bali and Kalimantan. In this region there are many birds found also in Pakistan and South China. There are about six hundred different birds found in this region. Among them are about sixteen species found only in this region. Three of them are the flycatchers, the sunbirds and the woodpeckers.

To the east of the Wallace Line, there are more than seventy species of birds found only in Sulawesi, Maluku, and West Papua. One species that is most colorful and beautiful to watch is the Bird of Paradise. There are thirty-eight different species of the Bird of Paradise. Bird of Paradise is one of protected animal because its number is near of extinction. Many painters make a painting about it because of its beauty.

West Papua on the eastern end of Indonesia has many birds similar to the Australian birds. Several species are common to both countries. One interesting bird is the long-legged cassowary. It is a large bird, which cannot flies and lives in the lowland rainforest. There are many other birds is similar to Australia such as budgerigar, blackbird, turkey and many more.

Choose the correct answer by giving cross (X) on the words a, b, c, d!

7. What is the topic of the first paragraph ….
   a. Indonesia can be divided into two regions
   b. Many species of bird found in Indonesia
   c. There are many species found in Sulawesi
   d. The western part consists of the big islands

8. All of the following are true about western part used for the study of birds EXCEPT ….

9. The pronoun of ‘Them’ in line 5 refers to….
   a. Birds   b. Region   c. Species   d. Flycatchers

10. What is the main idea of the second paragraph ….
    a. the Bird of Paradise
    b. More than seventy species of birds found only in Sulawesi, Maluku, and West Papua.
    c. The east of the Wallace Line
    d. Many painters make a painting about it because of its beauty.

11. According to the passage, how many different species of the Bird of Paradise ….
    a. Thirty eight   b. Eighteen   c. Six hundred   d. Sixteen

12. ‘Similar’ in line 12 has the same meaning with ….
    a. Same   b. Different   c. special   d. popular
13. According to the passage, what kind of bird that cannot fly and lives in the lowland rainforest …. 
   a. Woodpecker  
   b. Cassowary  
   c. Sunbirds  
   d. Flycatchers

**The coconut tree**

Coconut is one of a very useful plant. It can found easily in the area along the beach. Usually we see many people drink the water from it fruit, people drink it with ice or without ice, both of them is really delicious. Beside the water the fruit can also processed into a food, like “Nata de Coco” or “Wong Coco”. While the old fruit can be processed into kitchen flavour, Indonesian people usually call it “Santan”. To make a “santan” people need to grating the fruit and then extorting it.

Coconut becomes very useful because we can use every part of it. The traditional sailors who live along the beach usually make a traditional boat with its tree. They choose coconut tree because it is very strong and hard to moldering by sea water. Not only for a boat, the tree is usually uses as the material for making a traditional drum, in Indonesia it called “Beduk”. People said that the drum which is made by coconut tree produce more beautiful sound compared by the drum made by other material.

When the Moslems celebrate the “lebaran”, we can found many of “ketupat” that made of coconut leaves are sell in every corner of the town in Indonesia. Beside that, it can also use as a roof. People in the village usually use the leaves of coconut to be a roof of farmhouse. In the center of every leaves there is a rib, this rib can use as a sweep. To make a sweep is not difficult because to make a rib we just need to collect the rib and put them together. People usually use the rib sweep to sweeping the yard. “Ketupat”, rib, roof are the proof about the use of coconut leaves.

Write **“True”** if the sentence is correct based on the text and **“False”** if the sentence is incorrect!

14. The old coconut fruit can’t be processed into kitchen flavor  (______)
15. Only the fruit from the coconut that is useful for us.  (______)
16. The boat that is made of coconut tree is easy to moldering.  (______)
17. ‘Beduk’, which is made by coconut tree, is better than ‘Beduk’, which is made by other material. (______)
18. There is a rib in the coconut leaves. (______)
19. People use coconut leaves to make a root of a farmhouse. (______)
20. The coconut has many uses. (______)


RENCANA PELAKSANAAN PEMBELAJARAN I

RPP

(Kelas Experimen)

Nama Sekolah : SMP Islam Parung
Kelas/Semester : VIII-1/I
Mata Pelajaran : Bahasa Inggris
Tema : Flora and Fauna
Aspek : Membaca
Waktu : 2 x 40 menit (1 x pertemuan)

I. Standar Kompetensi
➢ Membaca (5)
   Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar
➢ Membaca (5.2)
   Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan derterima yang berkaitan dengan lingkungan sekitar.

III. Indikator
➢ Siswa mampu menyebutkan nama-nama hewan dalam bahasa inggris.
➢ Siswa mampu mengelompokan nama-nama hewan tersebut kedalam wild atau tame animal
➢ Siswa menyadari cara kerja dan pentingnya kerjasama dalam cooperative dan Jigsaw technique

IV. Materi Pembelajaran
➢ Teks yang tertuang dalam bentuk crossword puzzle atau teka-teki silang
➢ Kosakata (vocabulary) yang berhubungan dengan tema

V. Strategi, Model, Pendekatan dan Metode Pembelajaran
➢ Strategi : Cooperative Learning (Jigsaw Technique)
➢ Model : Group of five
➢ Pendekatan : Communicative dan Active Learning
➢ Metode : Individual dan Groupwork

VI. Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
</table>
| 6.1 | Pendahuluan
   - Salam dan tegur sapa
   - Guru memperkenalkan diri kepada siswa dan memberikan kesempatan kepada siswa untuk | 5’ | Apersepsi |
bertanya apa saja yang berkaitan dengan guru.
Agar guru dan murid lebih akrab

- Guru menjelaskan kegiatan dan tujuan dari kegiatan yang akan siswa jalani

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.2</strong> a. Guru membagi siswa kedalam 6 kelompok, setiap kelompok berjumlah 5 siswa. Pembagian kelompok dilakukan dengan cara setiap siswa menganbil satu gulungan kertas yang telah disiapkan oleh guru dan telah diberi nama yaitu <em>Butterfly, Rhinoceros, Crocodile, Deer, Dragonfly, Lizard</em> setelah masing-masing siswa mengambil gulungan kertas tersebut kemudian masing-masing siswa bergabung dengan siswa lain yang mengambil gulungan dengan nama yang sama</td>
</tr>
<tr>
<td>b. Guru membagikan handout pada setiap kelompok yang berisi teka-teki silang dan lima lembar kartu yang berfungsi sebagai petunjuk untuk mengisi teka-teki silang tersebut. Guru memberikan huruf pada kartu-kartu tersebut yaitu A, B, C, D, dan E.</td>
</tr>
<tr>
<td>c. Selanjutnya guru meminta setiap anggota kelompok untuk berhitung dari A sampai E kemudian guru membagikan kartu kepada setiap anggota kelompok sesuai dengan huruf yang telah mereka hitung.</td>
</tr>
<tr>
<td>d. Guru menunjuk dua orang siswa dalam setiap kelompok untuk menjadi pemimpin diskusi dan notulen. Pemimpin diskusi bertugas untuk memimpin diskusi dengan cara menanyakan petunjuk yang dimiliki siswa sedangkan notulen bertugas untuk menuliskan jawaban pada lembar teka-teki silang.</td>
</tr>
<tr>
<td>e. Setiap anggota kelompok memberitahukan petujuk secara lisan tanpa menukar atau memperlihatkan isi dari petujuk tersebut pada anggota lain dalam kelompoknya.</td>
</tr>
<tr>
<td>f. Sementara siswa berdiskusi guru mengabsen kehadiran siswa.</td>
</tr>
<tr>
<td>g. Setelah selesai, guru menukarkan hasil kerja kelompok dengan kelompok lain dan penugasan, penilaian proses dan reward</td>
</tr>
<tr>
<td>5’</td>
</tr>
<tr>
<td>5’</td>
</tr>
<tr>
<td>10’</td>
</tr>
<tr>
<td>10’</td>
</tr>
<tr>
<td>10’</td>
</tr>
<tr>
<td>15’</td>
</tr>
</tbody>
</table>
guru menunjuk satu orang siswa secara acak untuk menuliskan jawaban di papan tulis dan melakukan pembahasan secara bersama-sama.

- Guru mengumpulkan hasil kerja kelompok dan memberikan reward pada kelompok yang mendapatkan nilai paling besar 10’

<table>
<thead>
<tr>
<th>6.3 Penutup</th>
<th>a. guru memberikan kesimpulan umum tentang materi 10’</th>
<th>penguatan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. guru memberikan kesempatan kepada sisiwa untuk bertanya seputar materi dan metode jigsaw.</td>
<td></td>
</tr>
</tbody>
</table>

**VII. Sumber Pembelajaran/Alat/Bahan:**
- Functional English (Buku Paket SMP kelas VIII)
- Hand out
- Cards

**VIII. Penilaian:**
- Penilaian Proses : dilakukan pada saat proses belajar mengajar berlangsung
- Penilaian Hasil : Diambil dari hasil tugas kelompok
- Instrumen : Terlampir

Telah diperiksa oleh,  Tangerang, November 2010

Guru Kelas  

Guru Praktikan

Yudith S.Pd  

Megasari Nurul Inayati  
204014003216
ANIMALS CROSSWORDS PUZZLE

Group : ___________________
Group Members :
1. ___________________
2. ___________________
3. ___________________
4. ___________________
5. ___________________

LAMPIRAN
Instrument Soal Pertemuan Pertama
<table>
<thead>
<tr>
<th>ACROSS:</th>
<th>ACROSS:</th>
<th>ACROSS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. It’s begin with ‘R’</td>
<td>4. It run fast</td>
<td>4. It’s a pet</td>
</tr>
<tr>
<td>8. It likes to eat carrot</td>
<td>8. It’s a pet</td>
<td>9. It begins with ‘H’</td>
</tr>
<tr>
<td>9. It can be ride</td>
<td>9. It barks</td>
<td>10. It has fin</td>
</tr>
<tr>
<td>10. It lives on the water</td>
<td>10. It swims</td>
<td>11. It begins with ‘D’</td>
</tr>
<tr>
<td>11. It produces eggs</td>
<td>11. It sounds is ‘kwek kwek kwek’</td>
<td>12. It jumps</td>
</tr>
<tr>
<td>12. It from Australia</td>
<td>12. It begins with ‘K’</td>
<td>13. It sounds is ‘Meow’</td>
</tr>
<tr>
<td>13. It has a soft hair</td>
<td>13. It begins with ‘C’</td>
<td>16. It’s as Jerry in ’Tom and Jerry’</td>
</tr>
<tr>
<td>16. It’s as Jerry in ’Tom and Jerry’</td>
<td>16. It can be cat’s food</td>
<td>19. It often sippng honey from the flowers</td>
</tr>
<tr>
<td>19. It begins with B</td>
<td>19. It from caterpillar</td>
<td>20. It like to eats meat</td>
</tr>
<tr>
<td>20. It creeps</td>
<td>20. It lives in the mud and in water</td>
<td></td>
</tr>
<tr>
<td>DOWN:</td>
<td>DOWN:</td>
<td>DOWN:</td>
</tr>
<tr>
<td>1. It has a long body</td>
<td>1. It has no leg</td>
<td>1. It has no leg</td>
</tr>
<tr>
<td>2. It has trunk</td>
<td>2. It begins with ‘E’</td>
<td>2. It begins with ‘E’</td>
</tr>
<tr>
<td>3. It can fly</td>
<td>3. It has beautiful feather</td>
<td>3. It has beautiful feather</td>
</tr>
<tr>
<td>5. It produces honey</td>
<td>5. It flies</td>
<td>5. It flies</td>
</tr>
<tr>
<td>6. It has a long neck</td>
<td>6. It color are yellow and black</td>
<td>6. It color are yellow and black</td>
</tr>
<tr>
<td>7. It lives in the jungle</td>
<td>7. It roars</td>
<td>7. It roars</td>
</tr>
<tr>
<td>15. It produces milk</td>
<td>15. Commonly it has white color</td>
<td>15. Commonly it has white color</td>
</tr>
<tr>
<td>17. It’s a king of the jungle</td>
<td>17. It hunts deer</td>
<td>17. It hunts deer</td>
</tr>
<tr>
<td>18. It lives in desert</td>
<td>18. It needs much water</td>
<td>18. It begins with C</td>
</tr>
</tbody>
</table>
ACROSS:
4. It is "bug bunny” in Club Disney
8. It is the enemy of cat
9. It ends with ‘E’
10. It begins with “F”
11. It ends with ‘K’
12. It’s mammal
13. It ends with ‘T’
16. It bring ‘PES ’ desexas
19. It has wonderful wings
20. It is a danger animal

DOWN:
1. It begins with ‘S’
2. It member of circus
3. It has a beak
5. It begin with ‘B’
6. It herbivore
7. It carnivore
14. It likes sugar
15. It ends with ‘W’
17. It ends with T
18. It from egypt

ACROSS:
4. It has long ears
8. It act as “Scooby Doo” in the movie
9. It run fast
10. It acts as”Nemo” in the movie
11. It acts as” Donald” in Club Disney
12. It put her children in the pouch in her stomach
13. It act as Tom in ‘Tom and Jerry’
16. It loves cheese
19. It has wonderful wings
20. It has sharps teeth

DOWN:
1. It poisonous
2. It is a biggest land animal in the World
3. It has wings
5. It has yellow and black colors
6. It has four legs
7. It is king of the jungle
14. It has black color
15. It eats grass
17. It ends with R
18. it uses as public transportation
RENCANA PELAKSANAAN PEMBELAJARAN II
RPP
(Kelas Experimen)
Nama Sekolah : SMP Islam Parung
Kelas/Semester : VIII-1/I
Mata Pelajaran : Bahasa Inggris
Tema : Flora and Fauna
Aspek : Membaca
Waktu : 2 x 40 menit (1 x pertemuan)

I. Standar Kompetensi
- Membaca (5)
  Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar
- Membaca (5.2)
  Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan derterima yang berkaitan dengan lingkungan sekitar.

III. Indikator
- Siswa mampu menebak 10 nama hewan dengan tepat dengan cara mengidentifikasi ciri-ciri yang telah disediakan dilembar soal.
- Siswa mampu menemukan main idea dalam sebuah paragraf dengan tepat.
- Siswa mampu menemukan stated and unstated detail question dengan tepat.

IV. Materi Pembelajaran
- Teks yang berkaitan dengan tema.
- Kosakata yang terkait dengan tema.

V. Strategi, Model, Pendekatan dan Metode Pembelajaran
- Strategi : Cooperative Learning (Jigsaw Technique)
- Model : Individual and Groupwork
- Pendekatan : Communicative and Active Learning
- Metode : Groupwork

VI. Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Pendahuluan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Salam dan tegur sapa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Apersepsi : Mengingat kembali pelajaran yang lalu dan meminta siswa untuk bersiap melakukan jigsaw reading teknik.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Game :</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>1. Guru meminta siswa untuk menandai diri sebagai siswa 1, siswa 2, siswa 3, siswa 4, siswa 5. kemudian siswa berkumpul dengan yang bernomor sama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>2. Guru menuliskan kata-kata Wild and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>5’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Penguatan dan penanaman konsep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>5’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Penanaman konsep dan penguatan jigsaw teknik.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>5’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Kegiatan Inti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶️ Guru Menjelaskan secara rinci menngenai main idea dan menjelaska mengenai stated and unstated detail question dan siswa mendengarkan dengan seksama.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪️ <strong>Home Group</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guru menginstruksikan siswa untuk berkumpul dikelompok awal sesuai dengan pembagian kelompok yang telah dibentuk dalam game yang disebut <em>home group</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru mendistribusikan potongan paragraf dari teks yang berjudul &quot;Crocodile&quot;, pada setiap anggota kelompok di home group kemudian siswa terlebih dulu membaca dan memahami isi dari teks yang mereka dapat sebelum berdiskusi didalam expert group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5’ Penugasan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10’ Penugasan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5’ Penilaian proses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5’ Penilaian proses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tame Animals di papan tulis, kemudian mendefinisikan kata-kata tersebut.
5. Siswa dalam kelompok diminta menebak nama hewan dalam tiap cerita sesuai dengan sebagian nama hewan pada gambar-gambar yang ditunjukkan dan dibahas guru sebelumnya.
6. Sementara siswa berdiskusi guru mengabsen kehadiran siswa.
7. Guru meminta kelompok menukar hasil kerjanya dengan kelompok lain, meminta tiap perwakilan kelompok untuk menuliskan jawaban di papan tulis dan membahasnya.
3. Guru meminta siswa yang mendapatkan huruf yang sama untuk berkumpul dalam tim ahli (expert group) untuk mendiskusikan tentang paragrafnya masing-masing, menentukan ide pokok (main idea), menentukan pertanyaan yang telah disediakan kedalam stated atau unstated detail question

4. guru menginstruksikan siswa untuk kembali kekelompok awal/home group kemudian melaporkan hasil diskusi dari kelompok expert group ke kelompok awal yaitu kelompok home group.

5. Kemudian guru menginstruksikan kelompok jigsaw mengerjakan soal vocabulary berdasarkan text "Crocodile".

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


8. Guru menginstruksikan siswa secara individu untuk mengerjakan soal reading comprehension sesuai dengan paragraf yang telah diberikan.

6.3 Penutup
Guru menyimpulkan materi yang telah diberikan

VII. Sumber Pembelajaran/Alat/Bahan:
- Hand out
- Cards
- http://animals.howstuffworks.com/reptiles/crocodile-info1.htm

VIII. Penilaian:
- Penilaian Proses : dilakukan pada saat proses belajar mengajar berlangsung
- Penilaian Hasil : Diambil dari hasil tugas kelompok
- Instrumen : Terlampir

Telah diperiksa oleh, Tangerang, November 2010
Guru Kelas Guru Praktikan
Yudith S.Pd Megasari Nurul Inayati
204014003216
LAMPIRAN
Instrument Soal Pertemuan ke dua

- **Game**

1. This animal live in the sea. It has tentacles. It believed as a forecaster in world cup 2010. It names is ‘Paul.’ ( ……………………………………….)

2. This animal is mammal. It has two legs and two hands. It has hair around it body. It likes to eat banana. ( ……………………………………….)

3. This animal has a strong shell on its back. It has four short legs. It can reach the age under 150 years. It lives in the sea, but lays its eggs under the sand of the beach. ( ……………………………………….)

4. This animal has four legs. But the front legs are shorter than the back ones. It hops with its back legs. It has a pocket on its belly and it puts its babies in it. ( ……………………………………….)

5. This animal lives in the jungle. It has sharp claw. It has mane. It has loud roar and it call as a king of the jungle. ( ……………………………………….)

6. This mammal is a sea animal. It is very intelligent and friendly toward human. ( ……………………………………….)

7. This animal has four legs. It usually uses to plow the field. It has two horn and it colors is black. ( ……………………………………….)

8. This animal has four legs and eats grass. The color of its fur is stripped black and white. ( ……………………………………….)

9. This animal lives in Egypt. It has four legs. It has hump and it use as a public transportation in desert. ( ……………………………………….)

10. This is the most dangerous reptile. It has large mouth and has sharp teeth. It hunts mammals and birds that come to the river to drink. ( ……………………………………….)
Crocodile

Crocodiles range from 5 to 25 feet (1.5 to 7.5 m) in length. A crocodile has a long, pointed snout. Some of its lower teeth are exposed when the jaw is closed. It is olive-green with dark cross bands on the back and tail. The skin is protected by large bony plates. The crocodile has a heavy tail, short legs, and webbed hind feet.

The crocodile has protruding eyes and nostrils, raised slightly above the flattened head, allowing the animal to see and breathe while the rest of its body is submerged. The ears have flaps that close when the head is submerged. A fold at the back of the mouth closes off the air passage from the food passage, enabling the animal to breathe even when its mouth is open underwater. The jaws have powerful muscles and sharp, strong teeth that are frequently shed, replaced by new ones that grow in their place. Both sexes have a pair of scent glands under the chin that secretes musk, a strong-smelling substance that attracts a mate.

Adult crocodiles feed on crustaceans, fish, small mammals, and water birds; the young feed on frogs and small insects. Adults approach a swimming animal from under water and drag it down until it drowns. Crocodiles do not chew their food, if their prey is too large to be swallowed whole; they grasp it with their teeth and twist their bodies in order to tear chunks of flesh from it. That is the way crocodiles eat their foods.

In tropical areas, seasons can be rainy or dry. During the dry season, many crocodilians must search for places that still have water. The crocodiles of South America are one example. During the rainy season, their grassland homes are flooded. Rivers flow in places that are dry at other times of the year. There are many places to swim, bask, and feed. But in the dry season, many of these areas dry up. The crocodiles must return to their watery burrows or search for new watery pools.

http://animals.howstuffworks.com/reptiles/crocodile-info1.htm
Discuss with your jigsaw group!

A. Write the main idea of each paragraph!
   1. Paragraph 1:
   2. Paragraph 2:
   3. Paragraph 3:
   4. Paragraph 4:

B. Grouping the question below into stated or unstated detail question by put the checklist ( ) and then answer the question by crossing a, b, c or d!

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>STATED DETAIL QUESTION</th>
<th>UNSTATED DETAIL QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which of the following is NOT true about crocodile characteristic….
   a. It has a heavy tail  
   b. It has long legs  
   c. It has short legs  
   d. It has webbed hind feet

2. According to the passage, what is the young crocodile eat ….
   a. Small mammals  
   b. Water birds  
   c. Small Insect  
   d. Fish

3. all of the following are true about adult crocodile feed EXCEPT ….
   a. Crustaceans  
   b. Water birds  
   c. Small Insect  
   d. Fish

4. which of the following is true about crocodiles do if they can’t chew their prey …
   a. they swim to get the prey  
   b. they grasp it with their teeth  
   c. they killing their prey  
   d. they bite their prey

5. According to the passage, what do Crocodiles do in the Dry Season ….
   a. Search for food  
   b. Stay at home  
   c. swimming  
   d. search for places that still have water
RENCANA PELAKSANAAN PEMBELAJARAN III
RPP
(Kelas Experimen)

Nama Sekolah : SMP Islam Parung
Kelas/Semester : VIII-1/I
Mata Pelajaran : Bahasa Inggris
Tema : Flora and Fauna
Aspek : Membaca
Waktu : 2 x 40 menit (1 x pertemuan)

I. Standar Kompetensi
   ➢ Membaca (5)
      Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar
   ➢ Membaca (5.2)
      Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan derterima yang berkaitan dengan lingkungan sekitar.

III. Indikator
   ➢ Siswa mampu menebak 10 nama tumbuhan dalam bahasa inggris yang telah disediakan dalam tabel teka-teki/puzzle dengan benar.
   ➢ Siswa mampu mengidentifikasi main idea dalam sebuah paragraf dengan benar
   ➢ Siswa mampu mengidentifikasi stated and unstated detail questions dalam sebuah paragraf secara tepat.

IV. Materi Pembelajaran
    ➢ Teks yang berkaitan dengan tema.
    ➢ Kosakata yang terkait dengan tema.

V. Strategi, Model, Pendekatan dan Metode Pembelajaran
   ➢ Strategi : Cooperative Learning (Jigsaw Technique)
   ➢ Model : Individual and Groupwork
   ➢ Pendekatan : Communicative and Active Learning
   ➢ Metode : Groupwork

VI. Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Pendahuluan</td>
<td>5’</td>
<td>Apersepsi</td>
</tr>
<tr>
<td></td>
<td>• Salam dan tegur sapa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Apersepsi : Meningkat kembali pelajaran yang lalu</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan game:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Guru meminta siswa untuk menandai diri sebagai siswa 1, siswa 2, siswa 3, siswa 4, siswa 5. Kemudian siswa berkumpul dengan yang bernomor sama.</td>
<td>10’</td>
<td>Penugasan, Penguatan dan reward</td>
<td></td>
</tr>
<tr>
<td>B. Guru memberikan <em>table puzzle</em> yaitu table yang berisikan huruf-huruf untuk tiap kelompok ahli. guru juga meninstruksikan agar setiap kelompok menemukan sepuluh nama-nama sayuran yang tertulis secara vertikal, horizontal dan diagonal dalam waktu sepuluh menit.</td>
<td>10</td>
<td>Penguatan dan reward</td>
<td></td>
</tr>
<tr>
<td>C. Guru memonitor kerjasama siswa. Tiap kelompok memindahkan nama-nama sayuran pada lembar kertas yang telah disediakan kemudian menempelkannya dipapan tulis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Guru bersama siswa menghitung jumlah jawaban yang benar pada masing-masing kelompok dan memberikan reward kepada kelompok yang memiliki jumlah jawaban benar paling banyak.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6.2 Kegiatan Inti

- Guru menjelaskan mengenai perbedaan letak *main idea* dan menjelaskan mengenai ciri-ciri bentuk pertanyaan *stated and unstated detail question*, kemudian guru menginstruksikan kepada siswa untuk mendiskusikan paragraf yang telah disediakan.
  - **Home Group**
  1. Guru menginstruksikan siswa untuk berkumpul dikelompok awal sesuai dengan pembagian kelompok yang telah dibentuk dalam *game*. Kelompok awal ini disebut dengan *home group*.
  2. Guru mendistribusikan potongan paragraf dari teks yang berjudul "Peelpil Tree", pada setiap anggota kelompok di *home group* kemudian siswa terlebih dulu membaca dan memahami isi dari teks yang mereka dapat sebelum berdiskusi didalam *expert group*
  - **Expert Group**
  3. Guru meminta siswa yang mendapatkan huruf sama dari setiap teks untuk berkumpul

**5’** Penanaman konsep dan reinforcement penugasan

**5’** penugasan

**15’** Penugasan
dan berdiskusi dalam tim ahli (expert group) untuk mendiskusikan tentang paragrafnya masing-masing, menentukan letak main idea, menyebutkan main idea dan mengelompokkan pertanyaan yang telah disediakan kedalam bentuk stated and unstated detail question.

- **Jigsaw Technique**

4. guru mengintruksikan siswa untuk kembali kekelompok awal/home group kemudian melaporkan hasil diskusi dari kelompok expert group ke kelompok awal yaitu kelompok home group.

5. Kemudian guru mengisntruksikan kelompok jigsaw untuk mengerjakan soal vocabulary berdasarkan text “Peelpul Tree”.


7. Guru memberi reward pada kelompok pemenang.

6.3 **Penutup**

- Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang telah di ajarkan
- guru menyimpulkan materi

<table>
<thead>
<tr>
<th>Penugasan</th>
<th>5′</th>
<th>Penilaian, penilaian proses, penilaian secara individu dan reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>5′</td>
<td>Penilaian proses</td>
<td>10′</td>
</tr>
<tr>
<td>10′</td>
<td>penilaian secara individu dan reward</td>
<td></td>
</tr>
</tbody>
</table>

**VII. Sumber Pembelajaran/Alat/Bahan:**
- Hand out - Karton
- Cards

**VIII. Penilaian:**
- Penilaian Proses : dilakukan pada saat proses belajar mengajar berlangsung
- Penilaian Hasil : Diambil dari hasil tugas kelompok
-Instrumen : Terlampir

Telah diperiksa oleh, Tangerang, November 2010
Guru Kelas Guru Praktikan

Yudith SP.d Megasari Nurul Inayati
204014003216
• Game

Find 10 plants in the puzzle below!

<table>
<thead>
<tr>
<th>M A S C V C U C U M B E R</th>
</tr>
</thead>
<tbody>
<tr>
<td>U P O T A T O E T O H G G</td>
</tr>
<tr>
<td>S E G B B N C W T E O G R</td>
</tr>
<tr>
<td>H T E E V M E A O C R P A</td>
</tr>
<tr>
<td>R W F A G O M N R O S L P</td>
</tr>
<tr>
<td>O A O N I O N I O R A A I</td>
</tr>
<tr>
<td>O D A F T C G E E N O N E</td>
</tr>
<tr>
<td>M C A B B A G E D O Q T A</td>
</tr>
</tbody>
</table>

1. .......................... 6. ..........................
2. .......................... 7. ..........................
3. .......................... 8. ..........................
4. .......................... 9. ..........................
5. .......................... 10. ........................
Peepul Tree

Peepul Tree is considered as the only matchless tree of the world as far as antiqueness and veneration are concerned. The scientific name of Peepul tree is Ficus Religiosa. This tree belongs to the family of `Moraceae`. Peepul Tree is known by different names in different languages of the country. Like for instance, it is called as Pipal in Hindi language. In Bengali language, this tree is known as Asvattha. It is called Drasi Avasi in Tamil; Avasai or Arasu in Malayalam; Ravi or Ragi Rai in Telugu and Bo in Sinhalese. In English, it is also known as Bo Tree or the Sacred Ficus.

Peepul Tree bears some long-stalked and waving leaves. The leaves are shaped like hearts of human being and terminate in a long, narrowing point. They are near about 15 to 17.5 cm in length. The new leaves are dark red in color and they create an extraordinarily delightful sight. The smooth and pale-grey bark of the tree frequently unwraps in pieces and the vertical trunk becomes grooved and irregular as the tree ages. The trunk is round in shape in the young trees. The tree’s strong and structured trunk and the broadly spreading branches make it indeed a gorgeous sight.

The fruit of the tree named as Figs, normally grow in pairs. They cover the flowers of the tree and they are purple-blade when they acquire maturity. At first, the host tree supports the impostor, but in the end it surrenders to the pressure of the pervasive root. They do not take any food from the host tree. They only rely upon air and rain until their roots reach the ground.

Peepul tree has very few medicinal or economic uses as it is being worshipped universally. The juice that is obtained from the bark is sometimes used into making a mouthwash that is capable of alleviating toothache and strengthens the gums. As well. The wood of this tree is used to make packing People use the juice to make birdlime cases.

http://www.indianetzone.com/4/peepul_tree.htm
Discuss with your jigsaw group!

1. where is the main idea of each paragraph!
   - paragraph one: ..................................................
   - paragraph two: ..................................................
   - paragraph three: .................................................
   - paragraph four: .................................................

2. write the main idea from each paragraph!
   - paragraph one: ..................................................
   - paragraph two: ..................................................
   - paragraph three: .................................................
   - paragraph four: .................................................

3. Choose the correct answer by giving cross (X) on the words a, b, c, d!
   1. All of the following are true about other name of Peepul tree EXCEPT ....
      a. Bo Tree  c. Drasi Avasi
      b. Moraceae  d. Asvatta
   2. According to the passage, what is the color of the Peepul new leaves ....
      a. dark    c. dark red
      b. pale-grey   d. red
   3. According to the passage, what is the Peelpul’s fruit name ....
      a. Moraceae  c. Arasu
      b. Pipal    d. Figs
   4. which of the following is not stated about Peelpul tree leaves ....
      a. The leaves are shaped like hearts of human being
      b. They are near about 15 to 17.5 cm in length
      c. The new leaves are create an extraordinarily delightful sight
      d. The leaves produce good smell
   5. which of the following is not mention about usage of Peepul tree ...
      a. Make Juice     c. mouthwash
      b. Make cookies   d. alleviating toothache
I. **Standar Kompetensi**
   - Membaca (5)
     Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

II. **Kompetensi Dasar**
   - Membaca (5.2)
     Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

III. **Indikator**
   - Siswa mampu menebak 6 bagian-bagian dari tumbuhan dengan tepat.
   - Siswa mampu menentukan *main idea* dari setiap paragraf di dalam teks dengan benar.
   - Siswa dapat menyimpulkan teks dari setiap paragraf dengan benar.
   - Siswa mampu menentukan bentuk pertanyaan *stated and unstated detail question* dengan tepat.

IV. **Materi Pembelajaran**
   - Teks yang berkaitan dengan tema.
   - Kosakata yang terkait dengan tema.

V. **Strategi, Model, Pendekatan dan Metode Pembelajaran**
   - Strategi : Cooperative Learning (Jigsaw Technique)
   - Model : Individual and Groupwork
   - Pendekatan : Communicative and Active Learning
   - Metode : Groupwork

VI. **Kegiatan pembelajaran**

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Pendahuluan</td>
<td>5’</td>
<td>Penguatan dan penanaman konsep</td>
</tr>
<tr>
<td></td>
<td>Salam dan tegur sapa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru mengabsen siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apersepsi : Mengingat kembali pelajaran</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
sebelumnya

- Guru memberikan game ‘part of plant’
  1. Guru menginstruksikan siswa untuk membentuk kelompok yang berjumlah 4 orang dengan cara berhitung satu sampai empat kemudian setiap siswa bergabung dengan siswa yang bernomor sama.
  2. Guru membagikan gambar tanaman dan *cards* pada setiap kelompok berupa nama-nama dari bagian tanaman.
  3. Guru memonitor kerja siswa
  4. Guru bersama dengan siswa memeriksa hasil kerja kelompok dengan menukar hasil kerja kelompok dengan kelompok lain.

### 6.2 Kegiatan Inti

- **Home Group**

- **Expert Group**
  2. Setiap anggota kelompok berkumpul dengan anggota kelompok lain yang mempunyai huruf sama dan membentuk kelompok baru yang disebut *expert group*.
  3. Dalam *expert group* mereka mendiskusikan *main idea, detail information* dan *conclusion* dari teks yang mereka dapat.

- **Jigsaw Technique**
  4. Setelah selesai berdiskusi dalam expert group, mereka kembali kekelompok awal/home group untuk menjelaskan hasil diskusi masing-masing anggota kelompok pada anggota kelompok lainnya. Kemudian guru memberikan soal latihan berupa *main idea, detail*
5. guru mengambil penilaian proses dengan meminta tiap kelompok menukar pekerjaannya dan memeriksa bersama dengan menulis jawabannya dipapan tulis kemudian guru memberikan reward pada kelompok yang memiliki nilai tertinggi

6. guru memberikan soal reading comprehension untuk dikerjakan secara individu

<table>
<thead>
<tr>
<th>6.3 Penutup</th>
<th>5’</th>
<th>Penguatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>guru memberikan kesempatan pada siswa untuk bertanya mengenai materi yang telah diajarkan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VII. Sumber Pembelajaran/Alat/Bahan:
- Hand out
- Cards
- Text book

VIII. Penilaian:
- Penilaian Proses : dilakukan pada saat proses belajar mengajar berlangsung
- Penilaian Hasil : Diambil dari hasil tugas kelompok
- Instrumen : Terlampir

Telah diperiksa oleh, Tangerang, November 2010
Guru Kelas
Guru Praktikan

Yudith SP.d
Megasari Nurul Inayati
204014003216
LAMPIRAN
Instrument Soal Pertemuan ke empat

- **Game**
  *Match the cards below to the picture of tree!*

<table>
<thead>
<tr>
<th>TRUNK</th>
<th>TWIG</th>
<th>BRANCH</th>
<th>ROOTS</th>
<th>LEAF</th>
<th>FRUIT</th>
</tr>
</thead>
</table>

---

**Bogor Botanical Gardens**

A

The Bogor Botanical Gardens (Indonesian: *Kebun Raya*) are located 60 km south of the capital of Jakarta in Bogor, Indonesia. The botanical gardens are situated in the city center of Bogor and adjoin the Istana Bogor (Presidential Palace). The garden covers more than 80 hectares and was build by Java's Dutch Governor-General Gustaaf Willem, Baron van Imhoff who was governor of Java at the time.

---

B

The extensive grounds of the presidential palace were converted into the gardens by the German-born Dutch botanist, Professor Casper George Carl Reinwardt. The gardens officially opened in 1817 as’s *Lands Plantentuin* ('National Botanical Garden') and were used to research and develop plants and seeds from other parts of the Indonesian archipelago for cultivation during the 19th century. This is a tradition that continues today and contributes to the garden's reputation as a major center for botanical research.

---

C

Today the garden contains more than 15,000 species of trees and plants located among streams and lotus ponds. There are 400 types of exceptional palms to be found along the extensive lawns and avenues, helping the gardens create a refuge for more than 50 different varieties of birds and for groups of bats roosting high in the trees. The bats can be
easily detected by the noise they make while competing for space under the canopies. The orchid houses contain some 3000 varieties.

D

In 1862, the Cibodas Botanical Gardens were founded as an extension of the Bogor garden at Cibodas, approximately 45 kilometers to the southeast of Bogor. It has been used during APEC summits which formalized the Bogor Declaration Papers. This meeting was attended by sixty world leaders. They wore Indonesian batik shirts made by Iwan Tirta. The meeting was held for 5 days.


I. Discuss with your group!
   A. Write the main idea from each paragraph above!
      Paragraph I :
      Paragraph II :
      Paragraph III :
      Paragraph IV :

   B. Mention the conclusion of each paragraph above!

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
</tbody>
</table>

   C. Choose the correct answer by giving cross (X) on the words a, b, c, d!
   1. What is the main idea of paragraph 1 ....
a. situated of Bogor Botanical Garden
b. located of Bogor Botanical Garden
c. the garden was build by Java's Dutch Governor-General Gustaaf Willem
d. the Bogor Botanical Gardens

2. The author mentions that Bogor botanical garden adjoins by ….
   a. Cibodas Botanical Gardens
   b. South of the capital of Jakarta
   c. Presidential Palace
   d. Governor of Java

3. All of the following are true about Bogor Botanical Garden EXCEPT ….
   a. It covers more than eighty hectares
   b. It was build by governor of Java at the time.
   c. It situated in the city center of Bogor
   d. It located sixteen km south of the capital of Jakarta in Bogor

4. According to the passage, how many species of trees and plants at the Bogor botanical garden ….
   a. 3000 species
   b. 1500 species
   c. 400 species
   d. 15,000 species

Write “True” if the sentence is correct based on the text and “False” if the sentence is incorrect!
1. Bogor botanical garden covers only 80 hectares
2. during the 19th century the garden used to research and develop plants and seeds from other parts of the Indonesian archipelago
3. APEC was attended more than sixty world leaders
4. the located of Cibodas Botanical Gardens is 45 kilometers to the southeast of Bogor
5. more than 50 different varieties of birds live in Bogor botanical garden
I. Standar Kompetensi
   ➢ Membaca (5)
      Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar
   ➢ Membaca (5.2)
      Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan derterima yang berkaitan dengan lingkungan sekitar.

III. Indikator
   ➢ Siswa mampu menemukan main idea dalam sebuah paragraf dengan tepat.
   ➢ Siswa mampu menemukan stated and unstated detail question dengan tepat.

IV. Materi Pembelajaran
   ➢ Teks yang berkaitan dengan tema.
   ➢ Kosakata yang terkait dengan tema.

V. Strategi, Model, Pendekatan dan Metode Pembelajaran
   ➢ Strategi : Grammar Translation Method
   ➢ Model : Individual
   ➢ Metode : Individual

VI. Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Pendahuluan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Salam dan tegur sapa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru mengabsen siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apersepsi : Mengingat kembali pelajaran yang lalu dan meminta siswa untuk bersiap melakukan jigsaw reading teknik.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Kegiatan inti</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. guru menjelaskan apa yang dimaksud dengan main idea dan state unstae detail question</td>
<td>10'</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. guru membagikan teks yang telah disediakan kepada masing-masing</td>
<td>5'</td>
<td></td>
</tr>
</tbody>
</table>
siswa.
3. guru membacakan dan siswa menirukan dengan suara kencang.
4. guru menuliskan kosakata yang sulit dan menginstruksikan siswa untuk mencari dikamus.
5. kemudian guru menugaskan kepada siswa untuk menentukan main idea dan state unstate detail question dari teks tersebut
6. guru dan siswa mengoreksi hasil jawaban siswa
7. guru memberikan penilaian

| 6.3 Penutup | Guru menyimpulkan materi yang telah diberikan | 10’ |

VII. Sumber Pembelajaran/Alat/Bahan:
- Hand out
- Cards
- http://animals.howstuffworks.com/reptiles/crocodile-info1.htm

VIII. Penilaian:
- Penilaian Proses : dilakukan pada saat proses belajar mengajar berlangsung
- Penilaian Hasil : Diambil dari hasil tugas kelompok
- Instrumen : Terlampir

Telah diperiksa oleh, Tangerang, November 2010
Guru Kelasripsi
Guru Praktikan

Yudith S.Pd
Megasari Nurul Inayati
204014003216
Crocodiles range from 5 to 25 feet (1.5 to 7.5 m) in length. A crocodile has a long, pointed snout. Some of its lower teeth are exposed when the jaw is closed. It is olive-green with dark cross bands on the back and tail. The skin is protected by large bony plates. The crocodile has a heavy tail, short legs, and webbed hind feet.

The crocodile has protruding eyes and nostrils, raised slightly above the flattened head, allowing the animal to see and breathe while the rest of its body is submerged. The ears have flaps that close when the head is submerged. A fold at the back of the mouth closes off the air passage from the food passage, enabling the animal to breathe even when its mouth is open underwater. The jaws have powerful muscles and sharp, strong teeth that are frequently shed, replaced by new ones that grow in their place. Both sexes have a pair of scent glands under the chin that secretes musk, a strong-smelling substance. Adult crocodiles feed on crustaceans, fish, small mammals, and water birds; the young feed on frogs and small insects. Adults approach a swimming animal from under water and drag it down until it drowns. Crocodiles do not chew their food, if their prey is too large to be swallowed whole; they grasp it with their teeth and twist their bodies in order to tear chunks of flesh from it. That is the way crocodiles eat their foods.

In tropical areas, seasons can be rainy or dry. During the dry season, many crocodilians must search for places that still have water. The crocodiles of South America are one example. During the rainy season, their grassland homes are flooded. Rivers flow in places that are dry at other times of the year. There are many places to swim, bask, and feed. But in the dry season, many of these areas dry up. The crocodiles must return to their watery burrows or search for new watery pools.

http://animals.howstuffworks.com/reptiles/crocodile-info1.htm

A. Write the main idea of each paragraph!
1. Paragraph 1:
2. Paragraph 2:
3. Paragraph 3:
4. Paragraph 4:

answer the question below!
1. Which of the following is NOT true about crocodile characteristic….
   a. It has a heavy tail  c. It has short legs
   b. It has long legs  d. It has webbed hind feet
2. According to the passage, what is the young crocodile eat ….
   a. Small mammals  c. Small Insect
   b. Water birds  d. Fish
3. all of the following are true about adult crocodile feed EXCEPT …
   a. Crustaceans       c. Small Insect
   b. Water birds       d. Fish

4. which of the following is true about crocodiles do if they can’t chew their prey …
   a. they swim to get the prey
   b. they grasp it with their teeth
   c. they killing their prey
   d. they bite their prey

5. According to the passage, what do Crocodiles do in the Dry Season …
   a. Search for food       c. swimming
   b. Stay at home        d. search for places that still have water
RENCANA PELAKSANAAN PEMBELAJARAN III
RPP
(Kelas Experimen)

Nama Sekolah : SMP Islam Parung
Kelas/Semester : VIII-1/I
Mata Pelajaran : Bahasa Inggris
Tema : Flora and Fauna
Aspek : Membaca
Waktu : 2 x 40 menit (1 x pertemuan)

I. Standar Kompetensi
➢ Membaca (5)
Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk
*descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar
➢ Membaca (5.2)
Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat,
lancar dan derterima yang berkaitan dengan lingkungan sekitar.

III. Indikator
➢ Siswa mampu mengidentifikasi main idea dalam sebuah paragraf dengan benar
➢ Siswa mampu mengidentifikasi stated and unstated detail questions dalam
sebuah paragraf secara tepat.

IV. Materi Pembelajaran
➢ Teks yang berkaitan dengan tema.
➢ Kosakata yang terkait dengan tema.

V. Strategi, Model, Pendekatan dan Metode Pembelajaran
➢ Strategi : Grammar Translation Method
➢ Model : Individual
➢ Metode : Individual

VI. Kegiatan pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td><strong>Pendahuluan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Salam dan tegur sapa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Apersepsi : Menerima kembali pelajaran yang lalu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td><strong>Kegiatan Inti</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. guru mengulang kembali penjelasan mengenai main idea dan state unstae</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>detail question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>guru membagikan teks yang telah disediakan kepada masing-masing siswa.</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>guru membacakan dan siswa menirukan dengan suara kencang.</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>guru menuliskan kosakata yang sulit dan menginstruksikan siswa untuk mencari dikamus.</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>kemudian guru menugaskan kepada siswa untuk menentukan main idea dan state unstate detai question dari teks tersebut</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>guru dan siswa mengoreksi hasil jawaban siswa</td>
<td>15’</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>guru memberikan penilaian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.3 **Penutup**
- Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang telah di ajarkan
- guru menyimpulkan materi

**VII. Sumber Pembelajaran/Alat/Bahan:**
- Hand out - Karton
- Cards

**VIII. Penilaian:**
- Penilaian Proses : dilakukan pada saat proses belajar mengajar berlangsung
- Penilaian Hasil : Diambil dari hasil latihan
- Instrumen : Terlampir

Telah diperiksa oleh, Tangerang, November 2010
Guru Kelas  Guru Praktikan

Yudith SP.d Megasari Nurul Inayati
Peepul Tree is considered as the only matchless tree of the world as far as antiqueness and veneration are concerned. The scientific name of Peepul tree is Ficus Religiosa. This tree belongs to the family of `Moraceae`. Peepul Tree is known by different names in different languages of the country. Like for instance, it is called as Pipal in Hindi language. In Bengali language, this tree is known as Asvattha. It is called Drasi Avasi in Tamil; Avasai or Arasu in Malayalam; Ravi or Ragi Rai in Telugu and Bo in Sinhalese. In English, it is also known as Bo Tree or the Sacred Ficus.

Peepul Tree bears some long-stalked and waving leaves. The leaves are shaped like hearts of human being and terminate in a long, narrowing point. They are near about 15 to 17.5 cm in length. The new leaves are dark red in color and they create an extraordinarily delightful sight. The smooth and pale-grey bark of the tree frequently unwraps in pieces and the vertical trunk becomes grooved and irregular as the tree ages. The trunk is round in shape in the young trees. The tree’s strong and structured trunk and the broadly spreading branches make it indeed a gorgeous sight.

The fruit of the tree named as Figs, normally grow in pairs. They cover the flowers of the tree and they are purple-blade when they acquire maturity. At first, the host tree supports the impostor, but in the end it surrenders to the pressure of the pervasive root. They do not take any food from the host tree. They only rely upon air and rain until their roots reach the ground.

Peepul tree has very few medicinal or economic uses as it is being worshipped universally. The juice that is obtained from the bark is sometimes used into making a mouthwash that is capable of alleviating toothache and strengthens the gums. As well. The wood of this tree is used to make packing People use the juice to make birdlime cases.

http://www.indianetzone.com/4/peepul_tree.htm
Answer the questions!

1. where is the main idea of each paragraph!
   - paragraph one: ..................................................
   - paragraph two: ..................................................
   - paragraph three: ..................................................
   - paragraph four: ..................................................

2. write the main idea from each paragraph!
   - paragraph one: ..................................................
   - paragraph two: ..................................................
   - paragraph three: ..................................................
   - paragraph four: ..................................................

3. Choose the correct answer by giving cross (X) on the words a, b, c, d!
   1. All of the following are true about other name of Peepul tree EXCEPT ....
      a. Bo Tree   c. Drasi Avasi
      b. Moraceae  d. Asvatta
   2. According to the passage, what is the color of the Peepul new leaves ....
      a. dark       c. dark red
      b. pale-grey  d. red
   3. According to the passage, what is the Peepul’s fruit name ....
      a. Moraceae  c. Arasu
      b. Pipal      d. Figs
   4. which of the following is not stated about Peepul tree leaves ....
      a. The leaves are shaped like hearts of human being
      b. They are near about 15 to 17.5 cm in length
      c. The new leaves are create an extraordinarily delightful sight
      d. The leaves produce good smell
   5. which of the following is not mention about usage of Peepul tree …
      a. Make Juice       c. mouthwash
      b. Make cookies    d. alleviating toothache
Yang bertanda tangan di bawah ini:

Nama : H. Jarkasih, S.Ag.
NIP : 195707271981101002
Jabatan : Kepala Sekolah
Tempat Tugas : SMP Islam Parung

Menerangkan:

Nama : Megasari Nurul Inayati
NIM : 204014003216
Status : Mahasiswa Universitas Islam Negri Jakarta
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris


Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.
Atas perhatiannya diucapkan terimakasih.

Bogor, 9 April 2011
Kepala Sekolah,

[Signature]

H. Jarkasih, S.Ag.
NIP. 195707271981101002