

**THE EFFECTIVENESS OF USING JIGSAW TECHNIQUE ON THE
STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT
AT SMAN 1 GURAH**

THESIS

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam sidang munaqosah.

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Setelah disepakati materi dan susunannya sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 24 September 2019 kami dapat menerima dan menyatakan hasil perbaikannya.

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MOTTO

“Anything that you learn becomes your wealth, a wealth that cannot be taken away from you; whether you learn it in a building called school or in the school of life. To learn something new is a timeless pleasure and a valuable treasure. And not all things that you learn are taught to you, but many things that you learn you realize you have taught yourself.”

(C. Joybell C.)

DEDICATIONS

This thesis is dedicate to

- Thanks to Allah SWT who always guide me and take care to be a good person.
- My beloved parents “Drs. Ahmad Mukhlis and Sumarmi”. Thank you for helping me passing my bad moments and sharing your time to handle everything I need. No matter how bad I fell, I always know that you will catch me and help me to get up and reach success. Thanks for becoming heros in my life.
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The researcher realized that this research was not perfect. There were many mistakes in this research. Thus, the researcher apologized for the mistakes and the researcher hope that this research could give meaningful knowledge for the readers. Several suggestions and criticism are needed to make this research better.

Kediri, 26th August 2019

Researcher,

ABSTRACT

Mufida, Devi Lailatul. *The Effectiveness of Using Jigsaw Technique on THE Students' Reading Comprehension of Descriptive Text at SMAN 1 Gurah*, English Department, Faculty of Tarbiyah, State Islamic Institute of Kediri, 2019. Advisor: (1) Erna Nurkholida, M.Pd (2) Ima Fitriyah, M.Pd.I

Key Words : *Descriptive Text, Jigsaw Technique, Reading*

The objective of the research is to find out the effectiveness of using jigsaw reading comprehension of descriptive text at SMAN 1 Gurah. The research on students' reading was a quasi-experimental study. It involved 71 students of eleventh grade students of SMAN 1 Gurah in the second semester of the academic year of 2018/2019. The students were divided into two groups: XI IA-4 class as the experimental group and XI IA-2 class as the control group. In the research, the students of XI IA-4 class were taught by using jigsaw technique whereas the students of XI IA-2 class were taught using reading aloud. The researcher used the reading comprehension test (pre-test and post-test) to collect the data. The data were analyzed by using ANCOVA in SPSS 21 version for windows.

The result showed, that mean score of pre-test score of experimental group was 61.67 and the control was 55.43. In the post-test, the mean score of experimental group was 83.71 and the mean that score of control group was 78.75. The result of ANCOVA showed that the significance is 0.000. it less than 0,05 ($0,000 < 0.05$). Therefore, it can be concluded that using jigsaw technique on students' reading skill is effective to improve students' reading skill ($p < .05$) because there is a significance different result between experimental and control group. It means that the students who are teaching reading using jigsaw technique better than students who only teaching reading by reading aloud. Based on the result of the test, the researcher concludes that using jigsaw technique is effective on students' reading comprehension at SMAN 1 Gurah.

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CHAPTER 1

INTRODUCTION

The chapter presents the background of the study, research problem, objective of study, significance of study, scope and limitation of study and definition of the key terms.

A. Background of the study

Reading is one of the important skills for English language learners, especially for students who learn English as a foreign language. Grabe and Stoller (2001) state that reading is a critical learning tool for students to get new information or understand using different understandings. As stated by Richard and Renandya (2002), reading for understanding is the main goal of reading. Therefore, students are always asked to understand the text reading by the teacher. To do that, students are expected to be good readers who are able to understand the text effectively and efficiently.

Reading comprehension is still a problem for most students, moreover for students who study English as a foreign language. Students must think not only in translating words, phrases, sentences, or even paragraphs, but also must understand meanings, tenses, etc. This is because English and Indonesian have differences in terms of vocabulary, voice or pronunciation, spelling, tenses, and grammar. This problem usually makes the students lose their interest in English teaching and learning reading process. Hasibuan and Ansyari (2007) said that reading is an interactive process that takes place between the reader and the text,

resulting in understanding. The purpose of reading also determines the right approach to reading comprehension. This means that reading is an activity to understand the text, and by understanding the text, we can obtain information or messages from the author.

Reading is also something that is important and very necessary for students because their learning success depends on a large part of their ability to read. If their reading skills are bad, they are very likely to fail in their studies or at least they will have difficulty making progress. On the other hand, if they have good reading skills, they will have a better chance to succeed in their studies.

Based on the observations made at SMAN 1 Gurah, the researcher found that most students at SMAN 1 Gurah had difficulty understanding the reading texts. Most of them only try to translate the text given to them. They only focus on the meaning of each word without trying to understand the whole text. It is not realized that the word may have different meanings in different contexts. Usually when they read some texts, they spend time translating words. When they find text that has long paragraphs or lots of text in one task, they usually lose motivation because they think that it will take a long time to translate the text. They lose interest in reading, even in learning English. The problems above make students at SMAN 1 Gurah unable to understand reading texts to the fullest, so the process of learning to read and learn English can not be optimal.

Reading is not an easy skill to master. This is a complex process that requires the reader's special expertise. According to Nunan (2003: 33), reading

needs to be identified as well as a process of interpretation that requires the reader's knowledge of the structure of the language used in the text and his knowledge of the topic given. This complexity makes some students less interested in this kind of activity. They find it difficult to understand what is read because they do not know the techniques that can help them read more effectively and efficiently. This phenomenon occurs in almost every language class. What's more, some students have difficulty understanding English subject matter. Some of them consider that the material is too difficult to master. Various reading materials can make teaching and learning to read English more creative, interesting, challenging and useful. In exploring students' prior knowledge, of course, we need a method or technique. One technique that can evoke students' initial knowledge is the Jigsaw technique that will be studied in this study. Jigsaw techniques as an alternative way to create an active teaching and learning process. According to Shlomo Sharan (1994) Jigsaw is a technique that can help students learn material by teaching each other where students are involved and have an active role in teaching and learning to gain a deep understanding.

The author chose the cooperative learning approach in this study. Cooperative learning can help students share strengths and develop their skills in small groups. In this approach, students can work together in a group cooperatively. As proposed by Richard Arends (2007), cooperative learning was developed to achieve at least three institutional goals: academic achievement, tolerance and acceptance of diversity and development of social skills. In other words, cooperative learning is learning in small groups where interactions occur.

structured according to carefully worked out principles. The author hopes that this approach can help students learn to read descriptive texts.

The technique that the writer chose is Jigsaw Technique to help students understand reading materials and to promote students' social skill. Theoretically, the Jigsaw Technique has the potential as a strong teaching strategy in an inclusive class that combines academic and social skills. As one of the cooperative learning techniques is a technique through grouping students in learning material. This was evident in Jing Meng's research (2010), students learn to do teamwork in learning materials that have been divided into sections and members from each group will meet with other groups discussing their topics and return to their groups. In addition, students can also promote positive interdependence and individual abilities. students by contributing effectively because each student has their own important role in the group.

Messages or information from text can be received if successful the reader understands the contents of the text. If the reader only translates the meaning without understanding the contents of the text, it is possible that the reader loses some messages or information from the text. Therefore, understanding or understanding text plays an important role in getting messages or information from the text read by the reader.

A study from Rhadiatul Ummah, Fadly Azhar and Mahdum (2017) . Who investigated *“The Effect of Jigsaw Technique on Reading Comprehension of Narrative Text of the Second Year Students of MTs. PP. Syafa’attuasul Teluk*

Kuantan". The result of this research showed that the use of jigsaw technique gave positive effect on the students' reading comprehension especially in narrative text.

Next study is from Nia Facharyana, Marupi and Eri Rahmawatia (2018). The result of this research showed that there was influence of using jigsaw as a method on students' reading comprehension at the seventh grade of SMPN 7 kota Serang.

Based on those previous researchers conducts the research in SMAN 1 Gurah. Through various reading activities, techniques, and strategies, this research is expected can help the students in SMAN 1 Gurah to maximize their comprehension in teaching reading on descriptive text.

B. Research Problems

In line with the background of the study before, which concern about using jigsaw technique which occurs in teaching reading comprehension. The research study can be spelled out as follows : "Is the using jigsaw technique effective on students' reading comprehension of descriptive text?"

C. Objectives of the study

Based on the statement of the problem above, the objective of the study is "to find out the effectiveness of using jigsaw on students' reading comprehension of descriptive text"

D. Significance of the Study

The research gives some useful information about the effectiveness of using jigsaw technique in teaching reading comprehension. This research is expected to give contribution to the teachers, students, the school and the readers.

1. For the teachers

This study is expected to be an alternative teaching method for the teacher to teach English. The teacher can motivate the students to learn their material as well. It improves the quality of teaching and makes the students interested in learning English.

2. For the students

This study is expected to support the students to understand the materials of reading. The students are expected to have ability that enhances the competence in mastering foreign language.

3. For the researchers

It is expected that the results of this study can help other researchers who do further research on the same subject and can be a reference.

4. For school

The study may be able to give contribution in teaching-learning process especially in English subject and this research is expected to be useful to develop the education quality of SMAN 1 Gurah.

E. The Hypotheses

Based on research, the authors created a hypothesis to launch the purpose of this study clear. The writer's hypotheses are :

Null Hypotheses (Ho) : there is a significant different between experimental group and control group of using jigsaw technique on students' reading comprehension of descriptive text.

Alternative Hypotheses (Ha) : there is no significant different between experimental group and control group of using jigsaw technique on students' reading comprehension of descriptive text.

F. Scope and Limitation

This research was quantitative research. It focused on the effectiveness of using jigsaw technique in teaching reading comprehension. The participants is the students of Senior High School in Kediri. The reason why the researcher chose the senior high school students with an assumption that they had already had experienced learned about descriptive text.

G. Definition of the Key Term

To avoid the misunderstanding of some terms used by the researcher, the key terms are defined as follow :

1. Jigsaw Technique

The jigsaw technique is a type of cooperative learning and actively encourages students to help each other in mastering the subject matter to get maximum achievement. This is a cooperative learning technique that reduces

differences in conflict between students, improves better learning, increase student motivation, and increase the enjoyment of learning experiences.

2. Reading

Reading is interaction between the readers and the text. The readers interact dynamically with the text to find what the meaning and where various kinds of knowledge are being used in the text. It is also useful for acquisition to provide that the students understand more or less what they read, the more they read, the better they get at it. Reading also has positive effect on students' vocabulary knowledge, on their spelling and their writing.

3. Reading Comprehension

Reading Comprehension is defined as the ability of students to understand the information presented in the reading text. In the context of research, reading comprehension of researchers is primarily related to the ability of students to understand the message content of their actions to read written texts such as information, arguments, descriptions and so on.

4. Descriptive Text

Descriptive text is a type of text with the aim of providing information. This kind of text context is a description of certain things, animals, people, or other people, for example: our pets or people we know well. This is different from reports that describe things, animals, people, or other people in general. The social function of descriptive text is to describe a particular person, place, or object.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents related literature which includes the concept of discourse. There are definition of reading, jigsaw method, reading comprehension, etc.

A. Reading

1. Definition of Reading

Reading plays an important role in the teaching and learning process. This is one of the four skills that we must master when we learn English. We can get new insights and information by reading. In teaching and learning English as a foreign language process, there are many reading activities, reading material, reading texts, and even reading questions in assignments. Some experts have opinions related to reading

Brown (2004) stated that reading is the process of negotiating meaning. In this process, readers bring their initial thoughts to the next part of the reading process to finally reach their understanding of the meaning of the text they read. It can be said that the reader's understanding of the text is the result of the interaction between their thinking and the meaning of the text they read.

According to Alderson (2000) which stated that reading involves a social context. He explained that reading is not a separate activity happening in a vacuum, but reading is usually done for a purpose, in a social context, and that the

social context itself contributes to the readers' ideas about what it means to read, or, as recently, thinkers tend to put it, to understand.

Based on the above explanation, it can be concluded that reading is a complex activity, it is more than just the interaction between the reader and the text, it involves the author's purpose, social context, the reader of the past experiences the language background, and cultural framework. To sum up, reading comprehension is cognitive process of understanding a written text.

Harmer (2007) divides the type of reading into two types, namely extensive reading and intensive reading.

a. Intensive reading

This refers to a detailed focus on the construction of reading texts that usually occur but not always in the classroom. The teacher can ask students to see extracts from magazines, poems, internet websites, novels, newspapers, drama, and various other text genres. Intensive reading is usually accompanied by learning activities.

b. Extensive reading

This term refers to reading that is often done by students but exclusively far from the classroom. If possible, extensive reading should involve reading for pleasant pleasure or reading. This is enhanced if students have the opportunity to choose what they want to read.

B. Reading Comprehension

1. Definition of Reading Comprehension

In reading, we must understand the contents of the text to avoid misunderstandings. Reading without understanding can lose some messages or information. Reading cannot be separated from understanding because in understanding and interpreting written symbols, one must understand the text. Reading is the process of getting information from text.

In addition, there are many theories that discuss reading comprehension. One of them was proposed by Boardman et al. (2007). They defined reading comprehension as a multicomponent, very complex process that involves many interactions between readers and what they bring to the text (prior knowledge, use of strategies) as well as variables related to the text itself (interest in the text, understanding of types of text).

On the other hand, Lenz (2005) says that reading comprehension is a process of building meaning from text. In this theory, Lenz explained that understanding text is the purpose of reading. Reading comprehension involves at least two people: readers and writers. The process of understanding involves decoding the words of the author and then the reader uses background knowledge to build an approximate understanding of the author's message.

On the other hand, reading comprehension is not only seen as a complicated process but also an interactive process. In this case, Snow (2002)

showed that reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

The above theories show that reading comprehension is the ability to obtain information or meaning from the text. This is influenced by past experience, knowledge, language background, and reading culture.

C. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is one of the teaching strategies commonly used in the teaching and learning process. Richards and Rogers (2001) stated that Cooperative Learning is a teaching approach that maximizes the use of cooperative activities involving couples and small groups of students in the class. Furthermore, Olsen and Kagan in Richards and Rogers (2001) defined that Cooperative Learning is a group of systematic learning activities that depend on the exchange of information between students in groups where each student is given responsibility for his own learning and motivated to improve other people's learning.

Johnson in Richards and Rogers (2001) believes that students with low achievement may lag behind students who have higher achievement in classroom learning where teachers focus on competition rather than cooperation, and favored students. Cooperative learning in this context is possible to improve the achievement of all students in learning activities. It also helps teachers build positive relationships between students and gives students the experience they

need for healthy social, psychological and cognitive development. However, it is useful to replace the competitive structure of most classrooms and schools with team-based high-performance structures.

In short, Cooperative Learning is a strategy that maximizes student involvement, participation, and activities in groups. Cooperative learning can also build positive relationships among students.

2. The Characteristics of Cooperative Learning

From the definition above, it can be concluded that cooperative learning has its own characteristics. According to Orlich (2007) :

- a) Use small groups. Each group consists of three, four, or five students.
- b) Focus on tasks that must be completed. Together with his teammate, they must work hard to complete the task successfully.
- c) Requires group collaboration and interaction. The students work as team. They must work cooperatively and interact with each other.
- d) The mandate of individual responsibility for learning. Aside from being a teammate, each student is also asked to have individual responsibilities. This supports the division of labor, because in cooperative learning, sometimes each student has their own job in the team, and he must be responsible for his work.

In the end, the researchers concluded that cooperative learning is an approach or strategy in the teaching and learning process that gives students more opportunities to work together with their friends, discuss some material together, share their own opinions and finally get the best understanding for themselves.

There are many cooperative learning techniques such as Jigsaw, Think pair share, solo Think pair, snowball throwing game, CIRC (Cooperative Integrated Reading and Composition), etc. But this research will only tell deeper about JIGSAW and CIRC.

3. Types of Cooperative Learning

Based on Johnson (2006) there are three types of cooperative learning groups that are commonly known. Each group type has its own purpose and application. They:

a. **Informal Cooperative Learning Group.**

This ad-hoc group can be set "on-the-fly" as assistance in direct teaching. Informal groups are very useful in breaking up lectures into shorter segments interspersed with group activities. Although this method causes less lecture time, this method will increase the amount of material stored by students and their comfort in working with each other.

b. **Formal Cooperative Learning Groups.**

This type of group forms the basis for most routine uses of cooperative learning. Groups are collected for at least one class period and can stay together for several weeks working on extended projects. These groups are places where students learn and become comfortable applying various techniques to cooperate cooperatively.

c. **Cooperative Base Group.**

The cooperative base group is a long-term stable group that lasts for at least one year consisting of individuals with different talents and perspectives. They

provide a context in which students can support each other in the academic field as well as in other aspects of their lives. Group members ensure everyone completes their work and holds each other accountable for their contributions. Applying cooperative basic groups in such a way that students meet regularly during the course completing cooperative learning tasks can provide the permanent support and care that students need "to make academic progress and develop cognitively and socially in a healthy way."

From the three types of cooperative learning above, the researcher chose informal cooperative learning groups for teaching reading comprehension of narrative text. The technique of informal cooperative learning groups that the researcher will choose is Jigsaw Technique.

D. Jigsaw Method

1. Definition of Jigsaw Method

The jigsaw technique was developed by Aronson as cooperative learning. This technique can be used in teaching reading, writing, listening, and speaking stated by Lie (2008). Haryanto (2012) stated that in Jigsaw techniques students carry out learning activities by working with other students to achieve their goals.

In addition, Gladstone (2013) stated that the Jigsaw technique is a cooperative learning strategy in which groups of students become experts in various subjects, then teach other students what they have learned. Strategies improve learning, retention, and involvement

2. Benefit of Jigsaw Method

The benefits of the Jigsaw technique proposed by Aronson (2000) are as follows. First and foremost, this is a very efficient way to study material. But more importantly, the jigsaw process encourages hearing, involvement, and empathy by giving each group member an important part to play in academic activities. Group members must work together as a team to achieve common goals; everyone depends on others. No student can succeed completely unless everyone works well as a team. This facilitates interaction between all students in the class, directing them to respect each other as contributors to their shared assignments.

In addition, Haryanto (2012) stated that in Jigsaw techniques students have many opportunities to express their opinions and analyze information. All group members have a responsibility for group success.

3. The Steps of Jigsaw Method

According to Miftahul Huda (2012), the Jigsaw procedure is as follows:

- a. Students are divided into several group where the member of a group consist of 4-5 students. the group should be diverse in terms of gender, ability. It is called home group (jigsaw group).
- b. Appoint one student from each group as the leader.

Initially, this person should be the most mature student in the group.

- c. The topic of each group is different.
- d. Divide the day's lesson into 5 segments.

For example, if you want history students to learn about Indonesian National Hero, you might divide a short biography of her into stand-alone segments on: (1) their childhood, (2) their family life and their children, (3) their job, and (4) their life and work after death.

- e. Form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment.

Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

- f. Bring the students back into their jigsaw groups.

The leader give informations from result discuss with expert group.

- g. Ask each student to present her or his segment to the group.
- h. At the end of the session, give a quiz on the material.

From the explanation above, it can be concluded that jigsaw is a method in which the students learn in group form, and each member has different member, then she/ he shares the information to complete all information to others.

4. The Advantages and Disadvantages of Jigsaw

In the implementation of Jigsaw Technique, there are some advantages and disadvantages. The researcher will explain the advantages and disadvantages of Jigsaw Cooperative Learning Technique.

a. The advantages of using jigsaw

According to Aronson (2000), the advantages of Jigsaw techniques are: 1) increasing student motivation, 2) increasing enjoyment of learning experiences, 3) improving positive education outcomes 4) each student developing skills and having something important to contribute, 5) most teachers find jigsaw is easy to learn, 5) can be used with other strategies.

b. The disadvantages of using jigsaw

There are also some disadvantages to using the Jigsaw technique according to Johnson & Johnson in Septiyana (2012). They are: 1) takes time to prepare students to learn how to work in groups, 2) takes time to make groups that each group has heterogeneity in their members' abilities, and 3) force teachers to make special preparations to teach in class because teachers need to prepare various types of media.

From the explanation above, in applying the Jigsaw Technique, it has several advantages. However, the Jigsaw Technique also has weaknesses that will be faced in applying this technique.

E. Reading Aloud

1. Definition of Reading Aloud

Reading aloud is the activity of reading something hard. Reading aloud is needed to be learned. This is supported by Huang (2010 : 148) "reading aloud is an important part of education for overall development, which has several functions in teaching English".

In reading aloud, students can test themselves whether the pronunciation they say is true or not. If the pronunciation is incorrect, it can be revised directly by the teacher.

According to Subyakto & Nababan (1993 : 168) reading aloud can support pronunciation skills. Meanwhile Huang (2010 : 148) says that "reading aloud is used as the main and magical way to improve English-spoken students". Based on the explanation above, reading aloud is important in reading activities such as helping students achieve better reading about language material, and helping them to practice word stress, intonation, and pronunciation. They stop and start often, mispronounce a few words and skip others.

2. The Purpose of Reading Aloud

Reading aloud also has a positive effect on developing vocabulary reading comprehension. Nabhani in Primamore (1994) argues that students benefit more than others when they are read because they often go to school without the necessary reading and writing tools, and may be 'risky' in developing their reading and writing skills. Reading aloud to children can be used proactively to avoid reading problems such as bad vocabulary and lack of understanding.

Especially according to Huang (2010 : 149) Reading aloud has five functions in a foreign language; 1) Practice pronunciation, 2) Improve spoken English, 3) Get a deeper understanding, 4) Strengthen knowledge and 5) Improve classroom atmosphere.

F. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is part of the factual genre. The social function is to describe a particular person, place or object stated by Wardiman (2008). Descriptions create sense impressions by translating into words, tastes, sounds, tastes, smells, and the appearance of something. A good description is a picture of a word; readers can imagine objects, places, or people in their minds stated by Oshima and Hogue (2007). It can be said that descriptive text is text that can tell the character of something or someone who is alive or not alive with the aim that the reader can interpret it properly. Descriptive tells how something looks, feels, smells, and or sounds.

2. The Purpose of Descriptive Text

According to Hartono (2005), "descriptive text aims to describe a person, place, or certain object". This means that descriptive text aims to provide clear details about how something or someone is seen. Descriptive text tells the reader what the problem is, or what is done. Descriptions must be very unique so that a description of one thing must be different from the description of another. In other words, descriptive text is not used to generalize. All different readers must be able to show the same thing explained in the text.

G. Previous Study

The other researchers have made research dealing with reading comprehension and the use of Jigsaw. In this case, the researcher presents two

previous studies dealing with her research. The first entitled "*The Effect of Jigsaw Technique on Reading Comprehension of Narrative Text of The Second Year Students of MTs. PP.Syafa'atturasul Teluk Kuantan.*" Written by Rhadiatul Ummah, Fadly Azhar, Mahdum from Student of English Study Program Language and Arts Department Faculty of Teachers Training and Education Universitas Riau. In this research, the writer method was experimental study. The writers result of the research shows that the data shows that the use of jigsaw technique gives positive effect on the students' reading comprehension especially in narrative text. It was proved that the result of posttest was higher than pre-test ($72.08 > 63.58$). Secondly, Alternative Hypothesis (H_a) was accepted since the value of t-test was higher than t-table ($7.105 > 2.045$). It meant that there was a significant effect of jigsaw technique on reading comprehension of narrative text of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan.

The other researchers have made research dealing with reading comprehension and the use of Jigsaw. In this case, the researcher presents two previous studies dealing with her research. The first entitled "*The Influence of Using Jigsaw as a Method on Students' Reading Comprehension at the Seventh Grade of SMPN 7 Kota Serang,* written by Nia Facharyana, Masrupia, and Eri Rahmawatia from University of Sultan Ageng Tirtayasa. In this research, the writer conducted an experimental design. The result of the research showed that experiment class got means score 59.34 in pre-test and 67.53 in post-test. Besides, students in control class got mean score 58.39 in pre-test and 64.29 in post-test. It shows that mean score of pre-test and post-test in experiment class is higher than

control class. The calculation showed the result of t_{count} is higher than t_{table} ($8.76 \geq 1.99$) with the significance 0.05. It can be concluded that there is influence of using jigsaw as a method on students' reading comprehension at the seventh grade of SMPN 7 Serang and it was proven.

From the previous research above, it can be seen that these researchers have similarities in this study. Both are experimental studies that focus on teaching reading comprehension. The previous study and the present study use the same research design that is experimental study. The differences are the previous study conducted the research in narrative text and at Junior High School while this research is in descriptive text and at Senior High School.

CHAPTER III

RESEARCH METHOD

This chapter deals with the methods of research used in this study. It consist of research design, variable, population and sample, instrument, data collection and data analysis.

A. Research Design

The design of this study is the path of arriving as a solution that can be favored for the problem of planned and systematic collection, analysis and interpretation of data. The design of this study is experimental research. This research is classified as a quasi-experimental study. The characteristic of quasi experimental research is using pre-test and post-test and the experimental and control groups but does not include random assignments. In quasi-experimental research, random selection or random assignment of participants is quite impractical. Lapp and Fisher (2011) said that quasi-experimental studies assigned participants to the experimental and control groups with methods other than random assignments.

The principle of these experiments is that the researcher gives treatment for a group of subjects and then the researchers analyzed changes in their behavior, then compared with other groups not given treatment of Alsa (2003). This experiment used a whole pre-test and post-test group involving a group of students belonging to the experimental group and others belonging to the control group. In

this study, the care provided was to apply the jigsaw technique in the learning process of reading comprehension in the classroom.

This research is intended to find out whether teaching using the Jigsaw strategy can be effective on students' reading comprehension in descriptive text or not and to find out which aspects are most improved. In conducting research, researchers use the correct experimental design by providing different topics for each treatment in each test. The researcher use two classes where students were given one treatment and two tests. According Hatch and Farhady as quoted in Setiyadi (2006) : what is formulated is:

Where:

T1 = Pre-test

X = Treatments

T2 = Post-test

Design	Experimental Group	Control Group
Pre-Test	Multiple Choice	Multiple Choice
Treatmen	Jigsaw Technique	Reading Aloud
Post-Test	Multiple Choice	Multiple Choice

B. Variables

This experiment involves two variables, one being the independent variable and the other is the dependent variable Suharto (2003). The independent variable is using jigsaw strategy, namely X. The dependent variable is the students' reading comprehension, namely Y.

The independent variable is the variable controlled by the researcher while the dependent variable is the variable measured by the researcher. The independent variable is the cause and the dependent variable is the effect. The independent variable of the study was treatment (Jigsaw technique) while the dependent variable of the study was the students' reading comprehension.

C. Population and Sample

1. Population

Population is the total number of units or individuals whose characteristics will be examined. And the unit is called unitanalysis, and can be people, institutions, things, etc. Quoting Tuckman (1978) from Saleh (2001), Rahmawati (2010) says that population is a group where researchers are interested in getting information and drawing conclusions. Population is all individuals in the group who want to be observed and become the object of research by researchers.

Meanwhile, according to Rahmawati (2010) who cites from Santoso and Tjiptono (2002) the population is a group of people or objects that have similarities in one or several things and which can make the main problem in certain studies. Population is a group of people who have the same things that can

be observed and can be concluded together. The population to be studied must be clearly defined before the study is conducted. It is important for the researcher area in conduct research easier. The researcher chooses the eleventh grade at SMAN 1 Gurah, Kediri. Each class experimental group is consist 35 students and control group consist 36 students. The total population is 71 students of all group members.

2. Sample

According to Arikunto (2006) sampling is a way of drawing samples in research. The sampling technique is then the technique of taking samples in the population. The most important thing in research is the sampling target that can represent the entire population. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. Selection of a sample is very important in conducting a research study. Its mean that sample must be able to represent all population data. The sample in this study is class XI- IA4 which is an experimental class using jigsaw technique and for class XI- IA2 as the control class using reading aloud.

D. Instrument of the Research

The test was the instrument used in collecting the data. The test was used to find out if there is an effectiveness of using jigsaw technique in teaching reading on descriptive text. The test was given in the beginning and in the end of the treatments. Each test was arranged into 20 items of multiple choices taken from

students' English book. The test were given both to the experimental and controlled classes' students. There are two kinds of test used:

a. Pre-Test

Pre-test was delivered at the first time before the writer applied the treatment in both experimental and controlled class. The pre-test was held on 24th April , 2019.

b. Post-Test

Post-test was held as the final test after the writer applied the treatment. It is used to see whether or not jigsaw technique effective on students' reading of descriptive text. The post-test was held on 3rd May, 2019.

E. Treatment Procedure

Table 3.1
Treatment Prosedure

STAGES	ACTIVITIES	
	Experimental Group	Control Group
Pre-Teaching	a. Greeting b. Getting class attention c. Checking the student's attendance d. Explain the about the material	a. Greeting b. Getting class attention c. Checking the student's attendance d. Explain the about the material
Main Teaching	e. The teacher tells students to create groups, each group contains 5 children. f. The teacher gives material to students in the form of descriptive text. g. Each group member reads the topic about descriptve text that is assigned and	e. The teacher explain about the descriptive text and the teacher writes the title of the descriptive text on the board. f. The teacher appoints the student to read the descriptive text according to the title based on what the choose.

	<p>responsible for learning it.</p> <p>h. Members from other groups who have learned from the same sub-chapter meet in expert groups to discuss it.</p> <p>i. Each member of the expert group after returning to his group is in charge of teaching his friends.</p> <p>j. The teacher asks students exchange information and complete their ideas on a topic</p>	<p>g. After students choose the text according to what they want to read, then they read aloud in front of the class</p> <p>h. The teacher asks students about what topics they read.</p>
Post teaching	<p>k. Teacher giving feedback and evaluation the students.</p> <p>l. closing</p>	<p>i. Teacher giving feedback and evaluation the students</p> <p>j. closing</p>

F. Data Collection

Data collection is used to collect all of the data which is needed in this researcher. In this case data is taken from the students' reading score and it is got from pre-test and post-test.

The first data is pre-test. Pre-test is given to the experimental and control group with the same test. It is done to measure students' reading comprehension before getting the treatment. The second data obtained from know the effectiveness of using jigsaw technique in teaching reading comprehension. The kind of the test is multiple choice tests.

G. Data Analysis

Upon obtaining the data, there are some steps in the analysing data. First, the researcher collects the data from the test both pre-test and post-test of experimental and control group. Then, the researcher analyses and compares the data using ANCOVA (Analysis of covariance) and the Analysis of Covariance (ANCOVA) is done by using SPSS program.

ANCOVA is a combination of analysis of variance (ANOVA) and regression. This is similar to factorial ANOVA, because it can tell you what additional information you can get by considering an independent variable (factor) at a time, without any other influence. This can be used as:

- 1) Extension of multiple regression to compare multiple regression lines
- 2) Extension of analysis of variance.

Although ANCOVA is usually used when there are differences between your base groups (Senn, 1994; Overall, 1993), it can also be used in pretest / posttest analysis when regression to the mean affects your posttest measurement (Bonate, 2000). This technique is also common in non-experimental research (eg surveys) and for quasi-experiments (when study participants cannot be assigned randomly). However, this particular application of ANCOVA is not always recommended (Vogt, 1999).

Controlling and explaining variations in the dependent variable can be achieved by experimental controls, using research designs, or statistical controls, using covariance analysis. Covariance analysis is used primarily as a procedure

for statistical control of foreign variables. ANCOVA, which combines regression analysis and analysis of variance (ANOVA), controls the effects of these foreign variables, called covariates, by partitioning variations associated with these additional variables. In this way, researchers are better able to investigate the effects of the main independent variables. The general steps to using ANCOVA are:

- 1) Run a regression between the independent and dependent variables.
- 2) Identify residual values of results.
- 3) Run ANOVA on the residue.

Analysis of Covariance as an “Adjusted” Analysis of Variance

$H_0: \tau_1 = \tau_2 = \dots = \tau_a = 0$ (There is no effect on the difference in treatment of the response variable)

$H_1: \text{there is at least one } \tau_i \neq 0, i = 1, 2, \dots, a$ (There is an effect of the difference in treatment of the response variable)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of research in the use of jigsaw technique in teaching reading recount text to the eleventh grade students of SMAN 1 Gurah, Kediri. It describes the research finding and discussion of the finding. The research finding consists of the analysis of pre-tes, analysis of post-test, testing assumption, and the result of analysis using ANCOVA.

A. RESEARCH FINDING

In this part, the researcher presented the result test of both experimental and control group. The result of test includes the pre-test and post-test score from each groups. The data has been obtained by giving test to the experimental group and control group after giving a different treatment in teaching both classes. The purpose of this chapter is to check the result whether the students taught by using *Jigsaw* have better reading ability result than the students who were taught by conventional method using reading aloud.

1. The Analysis of Pre-Test

This analysis represents the result of pre-test that was done both in experimental and control groups.

a. The Result of Pre-test

Pretest is used to measure the ability of students in reading before getting the treatment. The pre-test was done on April, 19th 2019 for control group. Meanwhile, pre-test was done on April, 18th 2019 for the experiment group.

Table 4.1 Summary of pre-test result

		Pre-test Experimental Group	Pre-test Control Group
N	Valid	35	36
	Missing	1	0
Mean		55.43	61.67
Median		55.00	65.00
Mode		45	70
Std. Deviation		8.346	10.282
Variance		69.664	105.714
Range		25	40
Minimum		45	40
Maximum		70	80
Sum		1940	2220

Table 4.1 showed the summary of pretest result between experimental and control group. The group consist of 35 students and 36 students respectively. The highest score of the experimental group was 70. Meanwhile the highest score of control group was 80. The lowest score of experimental group was 45. Meanwhile the lowest score of control group was 40. But, for the range of both groups were absolutely different. The range score of experimental group was 25 while the range score of control group was 40.

The table had shown that the mean score of experimental group in pre-test was lower than control group. The mean score of control group was 61.67 and the mean score of experimental group was 55.43. Then, from the table it also showed the median and mode existed in both groups, for the control group, the median was 65 and the mode was 70, while the experimental group had 55 as the median and for the mode existed 45. The table also had shown that the standard deviation

for mean score of control group was higher than the experimental group. The standard deviation of the experimental group was 8.346 while the standard deviation of control group was 10.282.

2. The Analysis of Post-Test

This analysis will answer the statement of this research problem that is do the students who are taught reading descriptive text by *Using Jigsaw* technique have better achievement than the students who are not taught by using *Jigsaw Technique* at the eleventh grade students of SMAN 1 Gurah.

a. The Result of Post-Test

The result of post-test aims to know the ability of the students' reading after getting treatment by using Jigsaw technique. In this research, the researcher gave post-test to the control and experimental group. The post-test was done on May, 3rd 2019 for control group. Meanwhile, post-test was done on May, 2nd 2019 for the experiment group. The summary of post-test result is showed below:

Table 4.2 The Summary of Post-test Result

		Post-test Experimental Group	Post-test Control Group
N	Valid	35	36
	Missing	1	0
Mean		83.71	78.75
Median		85.00	80.00
Mode		80	80
Std. Deviation		6.569	8.567
Variance		43.151	73.393
Range		30	40
Minimum		70	50
Maximum		100	90
Sum		2930	2835

Table 4.2 illustrated the summary of posttest result between experimental and control group. The group consist of 35 students and 36 students respectively. The highest score of the experimental group was 100. Meanwhile the highest score of control group was 90. The lowest score of experimental group is higher than control group. The lowest score of experimental group was 70 while the lowest score of control group was 50. But, for the range of both groups were absolutely different. The range score of experimental class was 30 while the range score of control group was 40.

The table had shown that the mean score of experimental group in pre-test was lower than control group. The mean score of experimental group was 83.71 and the mean score of control group was 78.75. Then, from the table it also showed the median and mode existed in both groups, for the experimental group, the median was 85 and the mode was 80, while the control group had 80 as the median

and for the mode existed 80. The table also had shown that the standard deviation for mean score of control group was higher than the experimental group. The standard deviation of the control group was 8.567 while the standard deviation of experimental group was 6.569.

3. Testing Assumption

There are some of the test of assumptions that should be done by the researcher before conducting an ANCOVA in order to fulfilled the pre-acquisition steps. There are some test of assumptions before conducting ANCOVA namely, test of normality to know the distribution of obtained data is normal or not, homogeneity test which is used to know the variance between two groups homogeneous or not, linearity test which is used to know the relationship between pre-test and post-test and to know whether the relationship of pre-test and post-test is linier or not. So, this part will show the assumption of normality, the assumption of homogeneity variances, the assumption homogeneity of regression, and the assumption of a linier relationship between covariates and dependent variables. The test of assumptions above had been done used SPSS 21.

a. Assumption of Normality

The first assumption is the distribution of the data must be normal. *One-Sample Kolmogorov-Smirnov Test* was used by the researcher to test the assumption of normality. If the value of significance (p) $>$ 0.05, the distribution of the data is normal. The result of *One-Sample Kolmogorov-Smirnov* test can be seen in the table 4.3

Table 4.3 One-Sample Kolmogorov-Smirnov Test

		Residual for posttest
N		71
Normal Parameters ^{a,b}	Mean	.0000
	Std. Deviation	5.83187
Most Extreme Differences	Absolute	.157
	Positive	.133
	Negative	-.157
Kolmogorov-Smirnov Z		1.320
Asymp. Sig. (2-tailed)		.061

a. Test distribution is Normal.

b. Calculated from data.

Based on the result of the table 4.3, the distribution data in this research is normal. It can be proven by the result of *One Sample Kolmogorov-Smirnov Test* which showed that the significant value is higher than 0.05 ($.061 > .05$).

a. Assumption of Homogeneity Variances

The test of homogeneity is used to know whether sample in this research that was gotten from population had same variance or not. The data significance based on mean. *Levene's test* was used to compute the homogeneity of variances between both groups. If the result of the homogeneity test of variance is more than 0.05 it means that both of pre-test and post-test has same variance homogeneity or equal. The result of the Levene's test can be seen in the table 4.4.

**Table 4.4 Test of Homogeneity of Variances
Levene's Test of Equality of Error Variances^a**

Dependent Variable: POSTTEST

F	df1	df2	Sig.
.701	1	69	.405

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + pretest + group

From table 4.4 it could be seen that the significant of Lavene's test is 0.405.

The significant value is more than 0.05 which indicated that the variance of experimental and control group was equal or homogenous across group ($0.405 > 0.05$).

b. Assumption of Homogeneity Regression

The next assumption is homogeneity of regression. The function is to know the assumptions of the interaction of covariate (pre-test) and independent variable (Jigsaw Technique) in predicting dependent variable. In analyzing data using ANCOVA, the covariate does not have interaction with independent variable. To be able to proceed with ANCOVA analysis, there must be no interaction between the covariate and independent variable ($p > \alpha$). The result of the test of homogeneity regression can be seen in the table 4.5.

Table 4.5 Test of Homogeneity Regression (Slope)**Tests of Between-Subjects Effects**

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1335.523 ^a	3	445.174	9.506	.000
Intercept	8171.364	1	8171.364	174.484	.000
group * pretest	126.108	1	126.108	2.693	.105
pretest	877.854	1	877.854	18.745	.000
group	42.241	1	42.241	.902	.346
Error	3137.716	67	46.832		
Total	472575.000	71			
Corrected Total	4473.239	70			

a. R Squared = .299 (Adjusted R Squared = .267)

b. Computed using alpha = ,05

Based on the table 4.5 above, it could be seen that the result of the significant value is .105 which was higher than .05. It meant that there was no interaction between covariate (pre-test) and independent variable (Jigsaw Technique).

c. Assumption of a Linier Relationship Between Covariate and Dependent Variable

The last assumption is the relationship between covariate (pre-test) and dependent variable (post-test). The covariate is included in the analysis to control for the differences on the independent variable. The purpose of the test of covariate is to evaluate the relationship between the covariate and dependent variable, controlling for the independent variable (from any particular group). It

can be estimated by the significant value $(p) < \alpha$. The test result of linear relationship between covariate and dependent variable can be seen in the table 4.6.

Table 4. 6 Tests of Between-Subject Effects

Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2092.493 ^a	2	1046.246	29.883	.000
Intercept	4432.304	1	4432.304	126.598	.000
pretest	1655.146	1	1655.146	47.275	.000
group	1077.140	1	1077.140	30.766	.000
Error	2380.747	68	35.011		
Total	472575.000	71			
Corrected Total	4473.239	70			

a. R Squared = .468 (Adjusted R Squared = .452)

b. Computed using alpha = ,05

Table 4.6 showed that the significant value of the pretest as covariate had relationship with dependent variable. The table above gave evidence that there was relationship between covariate (pre-test) and dependent variable (post-test). It can be seen that the significance value is $0.00 < 0.05$.

4. The Result of Analysis Using ANCOVA

The next step was testing hypothesis using test of between subject effect to know the influence of the treatment to the students in reading descriptive text.

The hypothesis is:

Ho: There is no significant different of using jigsaw technique on students' reading comprehension.

Ha: There is significant different of using jigsaw technique on students' reading comprehension.

Table 4.7 showed the result of hypothesis testing by using test of between-subject effect. To make clearer, it can be seen below:

Table 4. 7 Tests of Between-Subject Effects
Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2092.493 ^a	2	1046.246	29.883	.000
Intercept	4432.304	1	4432.304	126.598	.000
pretest	1655.146	1	1655.146	47.275	.000
group	1077.140	1	1077.140	30.766	.000
Error	2380.747	68	35.011		
Total	472575.000	71			
Corrected Total	4473.239	70			

a. R Squared = .468 (Adjusted R Squared = .452)

b. Computed using alpha = ,05

Based on the table 4.7, it can be seen that the result of significant value is 0.000. It means that the Ho is rejected because the significant value is $0.000 < 0.05$. So, it can be concluded that there is a significant different between students who are taught by jigsaw with students who are taught reading aloud. The table above gives evidence that jigsaw technique is effective in teaching reading for eleventh grade students.

4.8 Parameter Estimates

Parameter Estimates

Dependent Variable: POSTTEST

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval		Noncent. Parameter	Observed Power ^b
					Lower Bound	Upper Bound		
Intercept	46.545	4.787	9.724	.000	36.993	56.096	9.724	1.000
pretest	.522	.076	6.876	.000	.371	.674	6.876	1.000
[group=1]	8.222	1.482	5.547	.000	5.264	11.180	5.547	1.000
[group=2]	0 ^a

a. This parameter is set to zero because it is redundant.

b. Computed using alpha = ,05

Based on the table 4.8 it can be concluded that there was different result between students who are taught by using jigsaw technique in experimental group and students who are not taught by using jigsaw technique or conventionally using reading a loud in control group. It is proven from the table of parameter estimates above that group 1 (experimental group), who was taught using jigsaw technique, by the significant value is $0,000 < 0.05$. It means that jigsaw technique is effective implementing at the eleventh grade students of SMAN 1 Gurah.

Based on the ANCOVA output above, the researcher conclude that alternative hypothesis is accepted, and that null hypothesis is rejected. As the alternative hypothesis could not be rejected, it means that statistically there is significant difference between Jigsaw technique and reading aloud in teaching reading recount text. In other words, teaching reading using Jigsaw Technique is better than using reading aloud at SMAN 1 Gurah.

B. DISCUSSION

The aim of this research is to know the effectiveness of using Jigsaw in teaching reading comprehension to the eleventh grade students of SMAN 1 Gurah. The Jigsaw model is a kind of cooperative learning which focuses on providing opportunities for students to work with other students or focus in students' group work in a systematic sense to achieve specific learning and social interaction goals. Moreover, jigsaw provides an excellent learning environment for the students' language acquisition through relevant contents and materials and academic skill development through the use of purposeful talk in the classroom. In jigsaw, the students gather in different forms of groups where each student must be part of the solution of jigsaw technique. In reading activity, jigsaw requires the student to retell and paraphrase the text that can improve their reading competence.

Based on the result of research finding above, jigsaw technique gave an effect on students' reading text. It was proven by the result of posttest conducted by the researcher after giving the treatment in each class. From the descriptive statistic result, it can be seen that the mean score of experimental group was 83.71 and the mean score of control group was 78.75. Then, from the table it also showed the median and mode existed in both groups, for the experimental group, the median was 85 and the mode was 80, while the control group had 80 as the median and for the mode existed 80. In fact, the highest score of the experimental group was 100. Meanwhile, highest score of the control group were 90. The lowest score of experimental group is higher than control group. But, the lowest score of

experimental group was 70 while the lowest score of control group was 50. In addition, for the range of both groups were absolutely different. The range score of experimental class was 30 while the range score of control group was 40. This indicated that the students who answer question correctly is higher in the experimental group than the control group did.

Next, about the inference of this study, the researcher used ANCOVA analysis, before computing the ANCOVA analysis, the researcher fulfilled the pre-acquisition steps that all had been fulfilled. The result of normality distribution of the data for ANCOVA was fulfilled, as evidence by $p (.061) > \alpha (.405)$. It means that data was normally distributes. Then, the Levene's test result in assumption of homogeneity of variance showed that the significant value is $p (.405) > \alpha (0.05)$. It means that the variance of experimental group and control group was homogeneous. Furthermore, the interactions among independent variables (Jigsaw Technique) with the covariate (Pre-test) showed no interaction between them. It proved in assumption of homogeneity regression result was $p > \alpha, (0.105 > 0.05)$. The last, for the assumption of a linear relationship between covariate (Pre-test) and dependent variable (Post-test). The result gave evidence that there is relationship between covariate (Pre-test) and dependent variable (post-test). It can be seen that the significance value is $0.000 < 0.05$.

Jigsaw is effective in improving students' reading skill because Jigsaw involves discovering processes in applying findings and contributes to the development of the higher order thinking skills, such as analysis, synthesiss and students' critical thinking. In other words, Jigsaw stimulates students' thinking

awareness so they can easily solve and answer the problem or question given by the teacher. And it engages students to participate the teaching and learning process actively, so it will easily help students' understanding and thinking development.

I used the method in control group should be for pronoun and vocab skills. but I used this method for reading comprehension. It was a mistake that I made and I as a writer hope that the reader can understand my mistakes and for future researchers to correct the mistakes that I made. The reason why I used the method of reading aloud in control group, because reading aloud helps produce diligent and skilled readers. Students who read aloud must take the time to stop and think about what they are reading, noting when periods or question marks appear or changing their tone of voice to match what they are reading. in addition, reading aloud helps students learn how to use language to make sense of the word; it improves their information processing skills, vocabulary, and comprehension. Another goal of using the method of reading aloud is to introduce more advanced text and language structures. The disadvantages of using this method are sometimes students do not pay much attention to their friends who are in front of the class and there are also students whose hearing is lacking.

There are some previous studies which have the same result with this present study. Hoerunisa & Suherdi (2017) investigated the effectiveness of jigsaw technique in teaching reading comprehension at seventh grade students found that jigsaw was effective in improving students' score in reading skill. It can be seen from the independent t-test result that t-obtained is higher than t-table

(5.547 > 2.064). The other researcher showed teaching reading by using jigsaw technique give an effect on students' reading skill. Nurbianta & Dahlia (2018) found that jigsaw technique gave a significant effect on the students' reading comprehension result. They also explained that jigsaw technique is a technique that influence students' motivation and participation in the class. Jigsaw provides verified good outcome for the students since it asks the teacher to participate actively in the class and the students can work cooperatively with their environment and stimulate the cognitive development. Moreover, Facharina, Masrupia, & Rahmawati (2018) in their study which examined jigsaw as a tool used for influencing and improving students' reading comprehension achievement found that jigsaw was effective to improve students' reading comprehension achievement according to the t-test result which showed that t-table value is lower than t-obtained ($1.99 \leq 8.76$).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, presents the conclusion of the study and the suggestion for the English teacher, students and the next researcher.

A. Conclusion

The objective of this research is to know wheter the students who are taught using Jigsaw Technique have better teaching reading than those who are not taught using Jigsaw Technique. This study revealed that there were significant differences in the fluency of teaching reading using jigsaw technique on descriptive text better than just using reading aloud method for students at SMAN 1 Gurah.

The data analysis concluded that there was different result between students who are taught by using jigsaw technique in experimental group and students who are not taught by using jigsaw technique or conventionally using reading aloud in control group. It is proven from the table of parameter estimates above that group 1 (experimental group), who was taught using jigsaw technique, by the significant value is $0,000 < 0,05$. It means that jigsaw technique is effective implementing at the eleventh grade students of SMAN 1 Gurah.

In addition, Jigsaw is a technique that has a good effect in teaching reading comprehension in descriptive textual processes. In addition, this affects students' reading comprehension, especially in eleventh grade students at SMAN 1 Gurah. The explanation above recommends the results of this study that there are

significant differences from reading comprehension in teaching between students taught using Jigsaw and those taught using reading aloud. In other words, teaching reading comprehension in descriptive texts using Jigsaw is more effective than reading aloud.

B. Suggestion

Concerning the result of the study, the interpretation and the conclusions, the researcher proposes some suggestions as follows:

1. For an English Teacher

This is important for teachers to improve the quality of the teaching and learning process of English, especially in reading activities.

- a. Teachers can use the jigsaw technique in teaching English to make students motivated to take lessons and help them. Understanding text is easier.
- b. It is important for teachers to learn how to improve their abilities in teaching and building a good atmosphere in the classroom, so that students become involved and motivated during the teaching and learning process. They must create a pleasant situation from the teaching and learning process to increase students' courage in sharing and asking their opinions about learning English.

Using a jigsaw technique is one way to create that situation.

2. For Students

Students must be more active in practicing their English skills. Using jigsaw techniques is one alternative method that can be chosen by them because jigsaw techniques provide opportunities for students to be active in class because

they can share, ask questions and discuss their opinions about the material to friends and classmates. By discussing their material, they can help each other with their friends to better understand the material.

3. For other Researchers

The results of this study are expected to encourage other researchers to conduct further studies related to jigsaw techniques in other skill areas such as listening, speaking, or reading. This study action is limited only to improve students' reading comprehension. Therefore, researchers expect other researchers who will carry out similar studies must find more actions to improve not only in reading comprehension but also in speaking, writing, and listening. Therefore, other researchers must enrich their knowledge.

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APPEDIXES 1
LESSON PLAN (EXPERIMENTAL GROUP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL GROUP

Sekolah : SMA Negeri 1 Gurah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Materi pokok : Teks deskriptif lisan dan tulis sederhana;
tentang orang, tempat wisata dan bangunan
bersejarah terkenal
Alokasi Waktu : 1 × 2JP
Tahun Ajaran : 2018/2019

A. Kompetensi Inti/KI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar/KD dan Indikator Pencapaian Kompetensi/ IPK

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi generic structure dan language feature dari teks descriptive 3.7.2 Mengidentifikasi perbedaan teks descriptive dengan procedure dilihat dari generic structure dan language featurenya. 3.7.3 menentukan topik dan main idea dari teks descriptive.
4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana	4.8.1 Menentukan topik dan main idea dari teks descriptive 4.8.2 Menentukan tokoh yang akan dideskripsikan sesuai dengan generic structure dan language feature teks descriptive

C. Tujuan pembelajaran :

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. Materi Pembelajaran

Struktur Descriptive Text (generic structure) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Unsur kebahasaan:

- 1) Kata benda yang terkait dengan orang/benda/tempat/binatang
- 2) Kata sifat yang terkait dengan sifat orang/binatang/benda
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- 5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- 6) Rujukan kata

Contoh teks descriptive:

Teuku Umar

Teuku Umar, born in Meulaboh of Aceh Barat in 1854, is the son of a man named Uleebalang Teuku Achmad Mahmud from marriage to the sister of the King of Meulaboh. He has two sisters and three brothers.

Ancestors of Umar was Datuk Makhudum Sati came from Minangkabau. He was a descendant of Radm Nanta is representative of the Sultanate of Aceh, in the reign of Sultan Iskandar Muda in Pariaman.. One of the descendants Datuk Makhudum Satiever credited against the Sultan of Aceh, which at that time was threatened by a general records wanted to seize power. Thanks to these services, that person was appointed with the title Uleebalang VI Mukim Teuku Nan Ranceh. Teuku Nan Ranceh had two sons namely Teuku Nanta loyal and Brutal Ahmad Mahmud. The death of Teuku

Nan Ranceh, Teuku Nanta Loyal replacing his father as the Uleebalang VI Mukim. La had a daughter named Cut Nyak Seat.

Teuku Umar from small children known as a smart, brave, and sometimes scrappy with your peers. She also has traits that are harsh and unyielding in the face of all the problems. Teuku Umar never obtained formal education. Nevertheless, he was able to become a leader of a powerful, intelligent, and brave.

E. Pendekatan/Model/Metode Pembelajaran:

- Pendekatan : Scientific Learning
- Model pembelajaran : Discovery Learning
- Metode : Diskusi dan tanya jawab

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Video dan Power Point Presentation
2. Alat : Laptop, LCD, dan Speaker Active
3. Sumber Belajar :
 - 1) Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan
 - 2) Pengertian, Tujuan, Struktur, Ciri dan Contoh Descriptive text. 2013
<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html> diakses pada 24 Agustus 2016

G. Langkah – langkah kegiatan pembelajaran

No.	Langkah - langkah	Waktu
1.	<p>Kegiatan awal</p> <ol style="list-style-type: none"> a. Mengucapkan salam dengan ramah kepada peserta didik ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) b. Mengecek kehadiran peserta didik (nilai yang ditanamkan: disiplin, rajin) c. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter d. Tanya jawab tentang material yang menjadi latar belakang pembahasan materi. e. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai peserta didik. f. Memberitahukan metode pembelajaran menggunakan metode jigsaw. 	15 menit
2.	<p>Kegiatan Inti</p> <ol style="list-style-type: none"> a. Guru membagi peserta didik menjadi 7 kelompok (Jigsaw group), masing-masing kelompok berisi 5 peserta didik. b. Masing-masing peserta didik dari tiap kelompok mendapatkan 5 macam teks deskriptif sederhana dan worksheet yang berbeda. c. Peserta didik yang mendapatkan teks yang sama berkumpul menjadi satu kelompok dinamakan home group (jigsaw group) untuk membahas tentang teks tersebut. Lalu menentukan ketua untuk berdiskusi dengan group lain (expert group) d. Peserta didik tersebut kembali ke grup awal (jigsaw group) dan membagikan hasil diskusi kepada anggota kelompoknya. e. Peserta didik melengkapi worksheet yang diberikan guru sesuai hasil diskusi. 	60 menit
3.	<p>Penutup</p> <ol style="list-style-type: none"> a. Guru menanyakan kesulitan selama proses KBM. b. Guru memberikan motivasi kepada siswa untuk belajar lebih giat lagi. c. Guru mengakhiri pembelajaran dengan salam. 	15 menit
4.	TOTAL WAKTU	90 menit

H. Penilaian hasil pembelajaran

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan/ penyampaian

Kediri, Agustus 2019

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Drs. Sudariyanto, MM
NIP. 1967040102008011006

Devi Lailatul Mufida
NIM: 932217115

APPENDIXES 2
LESSON PLAN (CONTROL GROUP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL GROUP

Sekolah : SMA Negeri 1 Gurah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Materi pokok : Teks deskriptif lisan dan tulis sederhana;
tentang orang, tempat wisata dan bangunan
bersejarah terkenal
Alokasi Waktu : 1 × 2JP
Tahun Ajaran : 2018/2019

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KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar/KD dan Indikator Pencapaian Kompetensi/ IPK

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- 5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
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Teuku Umar

Teuku Umar, born in Meulaboh of Aceh Barat in 1854, is the son of a man named Uleebalang Teuku Achmad Mahmud from marriage to the sister of the King of Meulaboh. He has two sisters and three brothers.

Ancestors of Umar was Datuk Makhudum Sati came from Minangkabau. He was a descendant of Radm Nanta is representative of the Sultanate of Aceh, in the reign of Sultan Iskandar Muda in Pariaman.. One of the descendants Datuk Makhudum Satiever credited against the Sultan of Aceh, which at that time was threatened by a general records wanted to seize power. Thanks to these services, that person was appointed with the title Uleebalang VI Mukim Teuku Nan Ranceh. Teuku Nan Ranceh had two sons namely Teuku Nanta loyal and Brutal Ahmad Mahmud. The death of Teuku

Nan Ranceh, Teuku Nanta Loyal replacing his father as the Uleebalang VI Mukim. La had a daughter named Cut Nyak Seat.

Teuku Umar from small children known as a smart, brave, and sometimes scrappy with your peers. She also has traits that are harsh and unyielding in the face of all the problems. Teuku Umar never obtained formal education. Nevertheless, he was able to become a leader of a powerful, intelligent, and brave.

E. Pendekatan/Model/Metode Pembelajaran:

- Pendekatan : Scientific Learning
- Model pembelajaran : Discovery Learning
- Metode : Diskusi dan tanya jawab

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Video dan Power Point Presentation
2. Alat : Laptop, LCD, dan Speaker Active
3. Sumber Belajar :
 - 1) Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan
 - 2) Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text. 2013
<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html> diakses pada 24 Agustus 2016

G. Langkah – langkah kegiatan pembelajaran

No.	Langkah - langkah	Waktu
1.	<p>Kegiatan awal</p> <ul style="list-style-type: none"> a. Mengucapkan salam dengan ramah kepada peserta didik ketika .memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) b. Mengecek kehadiran peserta didik (nilai yang ditanamkan: disiplin, rajin). c. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter. d. Tanya jawab tentang material yang menjadi latar belakang pembahasan materi. e. Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi peserta didik. f. Memberitahukan metode pembelajaran menggunakan metode reading aloud. 	15 menit
2.	<p>Kegiatan Inti</p> <ul style="list-style-type: none"> f. Guru menuliskan beberapa judul mengenai deskriptif teks di papan tulis. g. Guru menunjuk peserta didik untuk memilih judul apa yang dia inginkan. h. Peserta didik membaca keras teks deskriptif di depan kelas dengan judul yang ia pilih. i. Guru bertanya tentang general structur pada teks deskriptif. 	60 menit
3.	<p>Penutup</p> <ul style="list-style-type: none"> d. Guru menanyakan kesulitan selama proses KBM. e. Guru memberikan motivasi kepada siswa untuk belajar lebih giat lagi. f. Guru mengakhiri pembelajaran dengan salam. 	15 menit
	Total waktu	90 menit

H. Penilaian hasil pembelajaran

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan/ penyampaian

Kediri, Agustus 2019

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Drs. Sudariyanto, MM
NIP. 1967040102008011006

Devi Lailatul Mufida
NIM: 932217115

APPENDIXES 3

WORKSHEET PRE-TEST

WORKSHEET PRE-TEST

Pre- Test

Choose the correct answer by (x) crossing a, b, c, d, and e !

This text 1 is for questions 1-3.

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50,000 hectares and is inhabited by around 100 families. Several other islands, both inhabited and uninhabited, lie near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti and Tambakulu.

Kapoposang and the nearby islands were declared a Nature Tourism Park by the Department of Forestry in 1999. Diving has been an important activity at Kapoposang. There were so few local divers at the time, and because of the distance from other well-known diving areas in Indonesia, Kapoposang has basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favorable, and the wind less fierce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Pulau K.apoposang, you see the deep blue water, which suddenly meets an expanse of coral reefs between extensive shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the island are some quite shallow contours, and then suddenly steep underwater cliffs leading to seemingly endless depths. The water is very clear; you can expect underwater visibility of over 15 meters - ideal condition for divers.

1. The text is about
 - a. Kapoposang and the surrounding islands
 - b. Kapoposang as a diving spot
 - c. Kapoposang as a very popular tourist spot

- d. Kapoposang as a secret area
 - e. Kapoposang and the weather
2. Where is Kapoposang located?
- a. In the Nature Tourism Park of Makassar.
 - b. Next to Makassar, South Sulawesi.
 - c. In the Spermonde Islands.
 - d. Among the big islands near Makassar,
 - e. Very close, to the north of Spermonde.
3. We know from the text that
- a. there are very few divers in the island
 - b. hundreds of families live in the island
 - c. Kapoposang has a large area of coral reefs
 - d. Kapoposang always has good weather
 - e. Kapoposang is surrounded by deep blue waters

The text 2 is for questions 4-5.

Angkor Wat was faced a Hindu temple, a man of Budhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mithology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

4. What is the monolog about?
- a. Gallery complex.
 - b. Buddhist mythology.

- c. Cambodia.
 - d. Khmer Empire.
 - e. **Angkor Wat.**
5. In the twelfth century which Empire was strong enough to build the biggest temple of the world?
- a. Old Empire.
 - b. Yosadapura Empire.
 - c. Meru Empire.
 - d. The King Empire.
 - e. **Khmer Empire.**

The text 3 is for questions 6-7.

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favourite place to visit.

6. What is the monologue about?
- a. **Paris**
 - b. The Louvre
 - c. Notre Dame
 - d. The crowded city
 - e. The city of light
7. What has become the symbol of Paris?
- a. The Louvre
 - b. The Cathedral

- c. **The Eiffel Tower**
- d. The lovely garden
- e. The light structure

The Text 4 is for questions 8-10.

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There

are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

8. What is the main idea of the text?
 - a. Losari beach is a awful place.
 - b. Losari beach is a good place to visit.**
 - c. No body visit Losari beach.
 - d. Many visitor on Pantai Gapura Hotel.
 - e. No one stay at Losari Beach Inn.

9. How many hotels does the writer mention?
 - a. Six hotels.
 - b. Five hotels.
 - c. Four hotels.**
 - d. Three hotels.
 - e. wo hotels.

10. Where is Losari beach located?
 - a. Somewhere at Makassar City.
 - b. Locate at Jalan Penghibur. Near Makassar City.
 - c. Near Makassar City.
 - d. Far away from Losari Beach Inn.
 - e. Located only about 3 km from the center of Makassar (Karebosi Park).**

The Text 5 is for questions 11-14.

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

11. What is the text about?
 - a. The architect Renzo Piano
 - b. The Shard glass panels
 - c. The Shard, building in London
 - d. The tallest building in London**
 - e. The heart of London

12. In Europe, the Shard gains popularity on its ...
 - a. Location
 - b. Function
 - c. Height**
 - d. Age
 - e. Usage

13. What probably makes people interested to stay in the Shard?
 - a. It has multiple uses
 - b. It is the tallest building in UK
 - c. It was built by famous architect
 - d. It is located in the heart of London**
 - e. It is very cheap

14. "..., making it Western European's tallest building." What does the underlined word "it" refer to?
 - a. The Shard**

- b. The glass
- c. London
- d. Skyscraper
- e. Renzo Piano

The Text 6 is for questions 15-17.

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

15. What does the above text tell about?

- a. The history of Kediri
- b. The famous products of Kediri
- c. The description of Kediri**
- d. The people
- e. 1.3 million people

16. Which one has a distinctive taste?

- a. The cigarette
- b. The special food
- c. The bean curd**
- d. The highly nutritious food

e. Tofu

17. “Those who do not work here ...” (last sentence). The “those” word refers to

- a. **The local people**
- b. The factory workers
- c. The farmers
- d. The traders
- e. Woman labour force

The Text 7 is for questions 18-20.

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

18. In the third paragraph the writer describes about?
- a. The location of Orchard Road
 - b. The things that we can see at orchard road
 - c. The direction to get to Orchard Road**
 - d. The history of Orchard Road
 - e. The distance of Orchard Road
19. Words “it” in line 4 refers to?
- a. The plantation
 - b. Luxury branded things
 - c. The plaza
 - d. Singapore
 - e. Suburban street**
20. The word “satisfy” in line eighth has the closet meaning with?
- a. Pleased**
 - b. Free
 - c. Frighten
 - d. Threat
 - e. Loved

APPENDIXES 4

WORKSHEET POST-TEST

WORKSHEET POST-TEST

Post- Test

Choose the correct answer by (x) crossing a, b, c, d, and e !

This text 1 is for questions 1-3.

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 - e. The distance of Orchard Road

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 - a. The plantation
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 - c. The plaza
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Angkor Wat was faced a Hindu temple, a man of Budhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mithology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

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 - c. Kapoposang as a very popular tourist spot
 - d. Kapoposang as a secret area
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- 19 Where is Kapoposang located?
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 - b. Next to Makassar, South Sulawesi.
 - c. In the Spermonde Islands.
 - d. Among the big islands near Makassar,
 - e. Very close, to the north of Spermonde.
- 20 We know from the text that
- a. There are very few divers in the island
 - b. Hundreds of families live in the island
 - c. Kapoposang has a large area of coral reefs
 - d. Kapoposang always has good weather
 - e. Kapoposang is surrounded by deep blue waters

APPENDIXES 5
TREATMENTS

Captain Pattimura (1783 – 1817)

Pattimura was born Thomas Matulesy on 8 June 1783 in Saparua, Maluku; the name Pattimura was his pseudonym. His parents were Frans Matulesia and Fransina Tilahoi, and he had a little brother named Yohanis. In 1810, the Maluku islands were taken over from the Dutch colonials by the British. Mattulesi received military training from their army and reached the rank of sergeant major.

After the signing of the Anglo-Dutch Treaty on 13 August 1814, in 1816 the Maluku islands were returned to the Dutch; Pattimura attended the ceremony. Afterwards, in violation of the treaty, he and his fellow soldiers were discharged to their hometowns. However, Pattimura refused to accept the restoration of Dutch power. He felt that they would stop paying native Christian teachers, as they had done in 1810, and was concerned that a proposed switch to paper currency would leave the Maluku people unable to give alms — only coins were considered valid — and thus lead to churches being unable to help the poor.

He was appointed as Kapitan by the people of Saparua to rebel against the Dutch on 14 May 1817. The assault began on the 15th, with Pattimura and his lieutenants Said Perintah, Anthony Reebhok, Paulus Tiahahu and Tiahahu's daughter Martha Christina Tiahahu leading the way. On 16 May 1817, they seized Fort Duurstede and killed the 19 Dutch soldiers, Resident Johannes Rudolph van den Berg (who had arrived just two months earlier), his wife, three of his children and their governess. The only Dutch survivor was Van den Berg's five-year-old son Jean Lubbert. After the seizure, Pattimura's forces defended the fort and on May 20 defeated Major Beetjes, Second Lieutenant E. S. de Haas, and their nearly 200 troops, leaving only 30 survivors. On 29 May, Pattimura and other Maluku leaders made the Haria Proclamation, which outlined their grievances against the Dutch government and declared Pattimura to be the leader of the Maluku people. In response, Governor-General Van der Cappellen immediately fired the governor of

Ambon, Jacobus A. van Middelkoop, and his right hand, Nicolaus Engelhard, for their abuses of the local people.

On June 1, Pattimura led an unsuccessful attack on Fort Zeelandia in Haruku. Two months later, on August 3, Fort Duurstede was finally retaken by the Dutch, but the revolt had spread and was not subdued for another few months.

Due to betrayal from Booi's king, Pati Akoon, and Tuwanakotta, Pattimura was arrested on 11 November 1817 while he was in Siri Sori. He and his fellows were sentenced to death. On 16 December 1817, Pattimura together with Anthony Reebook, Philip Latumahina, and Said Parintah were hanged in front of Fort Nieuw Victoria [nl] in Ambon.

Pattimura and his war have been used as symbols for both Maluku independence, such as with the short-lived Republic of South Maluku, and Indonesian patriotism. The first president of Indonesia, Sukarno, considered Pattimura a great patriot.

Pattimura was awarded the title National Hero of Indonesia by President Suharto in 1973 through Presidential Decree number 87/TK. In Ambon, he is commemorated in the names of the University of Pattimura, Pattimura Airport, and a street, as well as a statue; there are also streets named after him throughout the archipelago. 15 May is celebrated as Pattimura Day; a similar, smaller holiday is on 2 January for the younger Tiahahu. He is also featured on the 2000 series of the 1,000 rupiah bill.

Source : <https://en.wikipedia.org/wiki/Pattimura>

Prince Antasari (1797 – 1862)

Antasari was born in 1797. He was son of Prince Mashud and grandson of Prince Amir. He was a prince from a line of the royal family whose power had been usurped in the 18th century.

Antasari was concerned about the coronation of Sultan Tamjid (or Tamjidillah), instead of Prince Hidayat (or Hidayatullah), as the replacement to Sultan Adam in Banjar in 1859; Tamjidillah's coronation was backed by the Dutch colonials, who were looking to sow unrest and discord to make their attempts to take over Borneo easier. As Antasari wanted to repel the Dutch, he cooperated with the leaders of Martapura, Kapuas, Pelaihari, Barito, and Kahayan. He was also aided by Hidayatullah and Demang Leman.

On 18 April 1859, the Banjarmasin War broke out between Antasari's alliance, which was able to field some 6,000 armed men, and the Dutch. The war took place mainly in South and Central Kalimantan. Antasari's forces attacked the Dutch in Gunung Jabuk and also the Dutch coal mines in Pengaron. Meanwhile, his allies attacked other Dutch posts. They also attacked Dutch ships, killing Lieutenants Van der Velde and Bangert when they sank the ship *Onrust* in December 1859. Antasari rejected Dutch attempts to negotiate an end to the war, in which they offered him wealth and power in exchange for his surrender.

In early August 1860, Antasari's forces were in Ringkau Katan. They were defeated in a battle on 9 August, after Dutch reinforcements had arrived from Amuntai. Hidayatullah was exiled to Java, but Antasari, together with Prince Miradipa and Tumenggung Mancanegara, defended Tundakan fort on 24 September 1861. He also defended a fort in Mount Tongka on 8 November 1861 with Gusti Umar and Tumenggung Surapati.

In October 1862, Antasari was planning a big attack. However, an outbreak of smallpox led to his death on 11 October 1862. He was buried in Banjarmasin; and several other resistance leaders, from different periods, were later buried there; the place was later named the Antasari Heroes' Cemetery. After Antasari's death,

his son, Muhammad Seman, continued his struggle against the Dutch. The resistance ended with Seman's death in 1905.

Source : https://en.wikipedia.org/wiki/Prince_Antasari

Dewi Sartika (1884 – 1947)

Dewi Sartika was born to Sundanese noble parents, R. Ranga Somanegara and R. A. Rajapermas in Cicalengka, on 4 December 1884. As a child, after school she often pretended to be a teacher while playing with her friends. After her father died, she lived with her uncle. She received an education in Sundanese culture while under his care, while her knowledge of Western culture was passed on to her from the wife of a resident assistant. In 1899, she moved to Bandung.

On 16 January 1904, she founded a school named Sekolah Isteri at Bandung Regency's Pendopo which later was relocated to Jalan Ciguriang and the school name changed to Sekolah Kaoetamaan Isteri (Wife Eminency School) in 1910. In 1912, there were nine Sekolah Kaoetamaan Isteri in cities or regencies in West Java (half of the cities and regencies), and in 1920 all of cities and regencies had one school. In September 1929, this school changed its name to Sekolah Raden Dewi.

She died on 11 September 1947 at Cineam, Tasikmalaya while she was evacuating from Bandung due to independence war. Her name Dewi Sartika is known as the street that was the place of her school. She was awarded the Order of Orange-Nassau at the 35th anniversary of Sekolah Kaoetamaan Isteri as a tribute to her service in education. On 1 December 1966, she received Heroine of the National Movement title.

Source : https://en.wikipedia.org/wiki/Dewi_Sartika

Teuku Umar (1854 – 1899)

Teuku Umar (Meulaboh, West Aceh, 1854 – February 11, 1899) was a leader of a guerrilla campaign against the Dutch in Aceh during the Aceh War. He fell when Dutch troops launched a surprise attack in Meulaboh. His body was buried in the Mugo area. After Teuku Umar's death, his wife Cut Nyak Dhien continued to lead the guerrillas against the Dutch. He was later made a Pahlawan Nasional Indonesia (National Hero of Indonesia). Umar joined the guerrilla forces in 1873 at the age of 19. At first, he fought in Meulaboh; he later expanded his operations to different parts of West Aceh.

At the age of 20, Umar married Nyak Sofia; not long after, he took Nyak Malighai as his second wife. In 1880, Umar married his cousin Cut Nyak Dhien; Dhien later joined him in the guerrilla campaign.

In 1883, the Dutch colonial government signed a peace treaty with the Acehnese guerrillas. That same year Umar joined them as an undercover operative over Dhien's complaints, working his way up through the colonial military's ranks. After war broke out again in 1884, Umar worked to stop the Acehnese people's struggle. For his service, on January 1, 1894 Umar was given the title Johan Pahlawan and control of a legion of 250 fully armed soldiers. Eventually, Umar was given control of 120 more troops as well as 17 lieutenants.

On March 30, 1896, Umar and his troops deserted, taking including 800 weapons, 25,000 bullets, 500 kilograms (1,100 lb) of ammunition, and 18,000 dollars. Together with 400 soldiers under the command of Teuku Panglima Polem Muhammad Daud, Umar attacked the Dutch forces, killing 25 and injuring 190.

In retaliation, the Dutch governor sent soldiers en masse to capture or kill Umar. Umar was killed in an ambush on February 10, 1899 in Meulaboh. In the 1930s, Sukarno described Teuku Umar as being one of the pahlawan tiga-sekawan (three heroic friends) along with Diponegoro and Imam Bonjol.

Teuku has been officially designated as national hero of Indonesia. There are many streets named after him throughout Indonesia, including a main

thoroughfare in the well-known suburb of Menteng in Jakarta, as well as a field in Meulaboh.

Source : https://en.wikipedia.org/wiki/Teuku_Umar

Bung Tomo (1920 – 1981)

Sutomo (3 October 1920 – 7 October 1981), also known as Bung Tomo, is best known for his role as an Indonesian military leader during the Indonesian National Revolution against the Netherlands. He played a central role in Battle of Surabaya when the Dutch attacked the city in October and November 1945. Sutomo was born in Kampung Blauran in the centre of Surabaya to a clerk father, Kartawan Tjiptowidjojo, and mother of mixed Javanese, Sundanese and Madurese descent. He had received Dutch secondary education before the Japanese occupation. Alongside menial jobs, he joined the Indonesian Scouting organisation and at the age of seventeen as the second Pramuka Garuda; a rank achieved by only three Indonesians before the Japanese occupation during World War II. During the occupation period he worked for the Dōmei Tsushin in Surabaya. Sutomo became famous by setting up Radio Pemberontakan (Radio Rebellion), which promoted unity and fighting spirit among the Indonesian pemuda (youth).

During the Japanese occupation, Sutomo was chosen in 1944 as a member of the Japanese-sponsored Gerakan Rakyat Baru (New People's Movement). During the early stages of the Indonesian National Revolution he played a central role when Surabaya came under British attack. Although the Surabaya city was lost to the British, the battle served to galvanise Indonesian and international opinion in support of the independence cause. Sutomo spurred thousands of Indonesians to action with his distinctive, emotional speaking-style of his radio broadcasts. His "clear, burning eyes, that penetrating, slightly nasal voice, or that hair-raising oratorical style that second only to Sukarno's in its emotional power". During the Bersiap period, Sutomo encouraged atrocities against Indonesians of mixed European–Asian ancestry and personally supervised the summary executions of hundreds of civilians. These are archived eye witness testimony of the events of 22 October 1945.

Sutomo was a minister of state in the Burhanuddin Harahap Cabinet between August 1955 and March 1956, an appointment which pleased cabinet supporters because of his nationalist credentials. However, his relationship with President Sukarno soured after he offended the president by asking about personal matters. After the 1950s, Sutomo emerged again as a national figure during the 1965 turbulent period. Initially, he supported Suharto to replace the left-leaning Sukarno government, but later opposed aspects of the New Order regime. On 11 April 1978, he was detained by the government for his outspoken criticism of corruption and abuses of power; upon his release three years later, however, Sutomo continued to loudly voice his criticisms. He said that he did not want to be buried in the Heroes' Cemetery because it was full of "fairweather heroes" who had lacked the courage to defend the nation at times of crisis, but when peace came appeared in public to glorify their achievements.

On 9 June 1947, Sutomo married Sulistina in Malang, East Java. He was known as a devoutly religious father of four who took religious knowledge seriously throughout his life. Before his death, Sutomo managed to finish a draft of his own dissertation on the role of religion in village-level development. On 7 October 1981, he died in Mecca, Saudi Arabia, during his Hajj pilgrimage. His family and friends had his body returned to Indonesia. Although his reputation and military rank gave him the right to be buried in the Heroes' Cemetery, he was laid to rest in public burial ground at Ngagel, Surabaya, East Java.

Source : <https://en.wikipedia.org/wiki/Sutomo>

Supriyadi (1923 – 1945)

Supriyadi was born in what is now Trenggalek, Dutch East Indies, on 13 April 1923. He attended junior high school, then a school to prepare him for government bureaucracy in Magelang. However, the Japanese invaded Indonesia before he graduated. He then switched to high school and underwent youth training (Seimendoyo) in Tangerang, West Java.

In October 1943, the Japanese established a militia, PETA (Indonesian: Pembela Tanah Air, lit. 'Defenders of the Homeland') to assist Japanese forces against the Allies. Supriyadi joined PETA, and after training was posted to Blitar, East Java. He was tasked with overseeing the work of the Romusha forced laborers. The plight of these workers inspired him to rebel against the Japanese. When Supriyadi join with PETA, he was given the rank of shodancho or platoon commander.

When nationalist leader Sukarno visited his parents in Blitar, PETA officers told him that they had begun to plan a rebellion and asked for Sukarno's opinion. He told them to consider the consequences, but Supriyadi, leader of the rebels, was convinced the uprising would succeed.

In the early hours of 14 February 1945, rebels attacked Japanese troops, causing heavy casualties. However, the Japanese defeated the rebellion and put the ringleaders on trial. Six (or eight) people were sentenced to death and the rest were given jail sentences ranging from three years to life. However, Supriyadi reportedly was not executed. Some said Supriyadi escaped and hid from the Japanese. He was not seen again after the failure of the

On 19 August 1945, in a government decree issued by the newly-independent Indonesia, Supriyadi was named Minister for Public Security in the Presidential Cabinet. However, he failed to appear, and was replaced on 20 October by acting minister Muhammad Soeljoedikusuma. To this day his fate remains unknown. If he was alive during his appointment, he would have been aged 22 and became the youngest ever minister in the nation's history. He was officially declared a National Hero on 9 August 1975, thus legally declaring him dead as it is a posthumous title.

Source : <https://en.wikipedia.org/wiki/Supriyadi>

Fatmawati (1923 – 1980)

Fatmawati was born on 5 February 1923 in Bengkulu to Hasan Din and Chadijah. One of her ancestors was a princess of a Minangkabau kingdom, Sultanate of Inderapura. When she met Sukarno she was a teenager and he was married to a 53-year-old woman named Inggit. Unsurprisingly, Sukarno's wife was unwilling to release her husband but, after two years, Inggit agreed to a divorce. Sukarno rationalised the need for his new wife by stating his desire to have a child to carry on his name.

In 1943 Fatmawati became the third wife of Sukarno and the following year gave birth to his first child, a son. Sukarno named his child Guntur meaning thunder. In 1945 she was his wife when Indonesia declared independence. The flag of the new country was sewn by Fatmawati, and the same flag was flown again every year until 1967. She was not his first wife, as he had married several times before. However, all his previous wives had been divorced in accordance with state law. Fatmawati was therefore his only wife at that time.

There was a growing movement to reform women's rights in Indonesia and part of this was to reform the marriage laws. Fatmawati was not initially in favour of reforming these laws until she found out about her husband's intentions to marry again. Moreover, this time Sukarno had decided that he did not want to divorce Fatmawati but intended to have two wives.

Fatmawati objected when her husband took Hartini, his new wife, according to Muslim law. Sukarno married another woman from Java in 1953 and Fatmawati moved out of the presidential palace and lived separately in Jakarta. As part of the settlement Fatmawati was allowed to keep the title of First Lady. This development was a major blow to the growing women's movement. Fatmawati decided that she was going to divorce the President, but she could not find a religious leader who was willing to oppose the will of Sukarno. The women's organisation consoled and advised Fatmawati and they tried to encourage her to return to the palace and reestablish her rights. Sukarno himself was annoyed by this development although his new wife understood Fatmawati's anger.

Sukarno's new wife bore him two additional children; however, Sukarno reacted badly when he heard that his latest wife had allowed a women's group to consider transferring the title of First Lady to her. Sukarno returned and had her thrown out of the meeting and exiled to Bogor.

In 1953 Fatmawati became concerned about the plight of children with tuberculosis. She founded the Ibu Soekarno Foundation to fund a hospital. The following year a hospital was opened with the assistance of government funding. This was called the Madam Soekarno Hospital and Fatmawati laid the foundation stone in 1954. The birth of the hospital was a long one. The construction of the new

building was halted by financial problems and it was not until 1961 that the hospital opened. By that time the hospital was run by the Ministry of Health and it did not specialise in tuberculosis or children but was a general hospital. In 1967 the name was changed to the Fatmawati Central General Hospital. Fatmawati's second child, Megawati Soekarnoputri, became president in 2001.

Fatmawati died of a heart attack on 14 May 1980 in Kuala Lumpur, Malaysia, on her way back to Jakarta from an umra in Mecca. She is buried in Karet Bivak Cemetery, Central Jakarta.

Source : <https://en.wikipedia.org/wiki/Fatmawati>

KH Samanhudi (1868 – 1956)

Hadji Samanhudi (1868 – 28 December 1956) was the founder of Sarekat Dagang Islam, an organization in Indonesia that previously served as an association for batik traders in Surakarta, and later broadened its scope to nationalist political issues.

Born in Lawiyan, Solo as Soedarno Nadi, he was educated until the highschool-equivalent SR (Sekolah Rakyat) but he didn't graduate. He then studied Islam in Surabaya. At the same time he began trading in batik.

Samanhudi founded Sarekat Dagang Islam, or Islamic Trade Union, in 1911. The Union consists of batik entrepreneurs in East and Central Java with the goal to improve their market hold against Chinese competition. The members of the organization were unified by a common religion, Islam, albeit one with many influences from local mysticism and tradition. Samanhudi remained as its chairman until 1914, two years after Tjokroaminoto transformed the trading organization into a political one.

Since 1920, Samanhudi became inactive in the party. His health declined, but his interest on national movements never calmed down. He retreated from the public spotlight, until after Indonesia's independence, when he resumed his activity. In participation of defending Republic of Indonesia against the formerly-colonist Dutch military aggression, Samanhudi formed Solo Branch of Indonesian Rebel Front (Barisan Pemberontak Indonesia Cabang Solo) and Pancasila Union Branch (Cabang Persatuan Pancasila). When the Netherlands launched the second aggression, he formed an army named Hawk Union Movement (Gerakan Kesatuan Alap-alap), which was assigned to provide logistical supplies for union armies fighting in the front line. There were many services he gave when Indonesian National Revolution took place.

Samanhudi died in Klaten on 28 December 1956, and was buried in Banaran, Grogol, Sukoharjo.

Source : <https://en.wikipedia.org/wiki/Samanhudi>

APPENDIXES 6
RESULT OF PRETEST AND POSTTEST OF THE EXPERIMENTAL
GROUP

HASIL NILAI EXPERIMENTAL GROUP**KELAS XI-IPA 4**

NO	Pre-Test	Post-Test
1	65	100
2	60	90
3	45	75
4	45	80
5	70	85
6	60	85
7	45	80
8	70	90
9	50	80
10	55	85
11	45	80
12	55	80
13	60	95
14	65	80
15	45	75
16	60	90
17	45	80
18	50	80
19	55	85
20	45	70
21	50	80
22	55	95
23	55	85
24	50	85
25	55	75
26	70	90
27	45	80
28	65	90
29	50	80
30	65	75
31	50	85
32	65	90
33	50	80
34	60	85
35	65	90

Percentage of Experimental Group

No	Pre Test	Post Test	Range	Persentase
1	65	100	35	35%
2	60	90	30	33%
3	45	75	30	40%
4	45	80	35	44%
5	70	85	15	18%
6	60	85	25	29%
7	45	80	35	44%
8	70	90	20	22%
9	50	80	30	38%
10	55	85	30	35%
11	45	80	35	44%
12	55	80	25	31%
13	60	95	35	37%
14	65	80	15	19%
15	45	75	30	40%
16	60	90	30	33%
17	45	80	35	44%
18	50	80	30	38%
19	55	85	30	35%
20	45	70	25	36%
21	50	80	30	38%
22	55	95	40	42%
23	55	85	30	35%
24	50	85	35	41%
25	55	75	20	27%
26	70	90	20	22%
27	45	80	35	44%
28	65	90	25	28%
29	50	80	30	38%
30	65	75	10	13%
31	50	85	35	41%
32	65	90	25	28%
33	50	80	30	38%
34	60	85	25	29%
35	65	90	25	28%
Rata - Rata Kenaikan				34%

APPENDIXES 7

RESULT OF PRETEST AND POSTTEST OF THE CONTROL GROUP

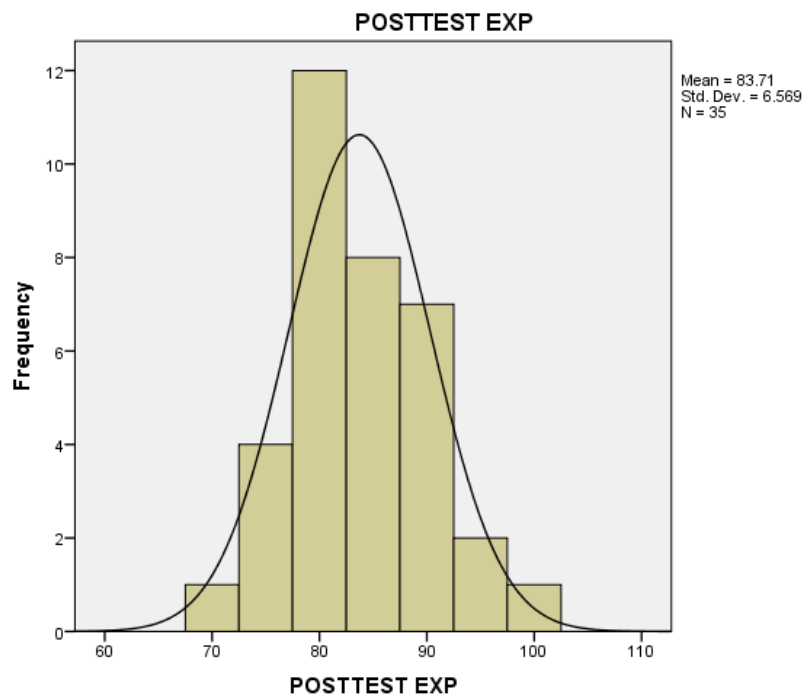
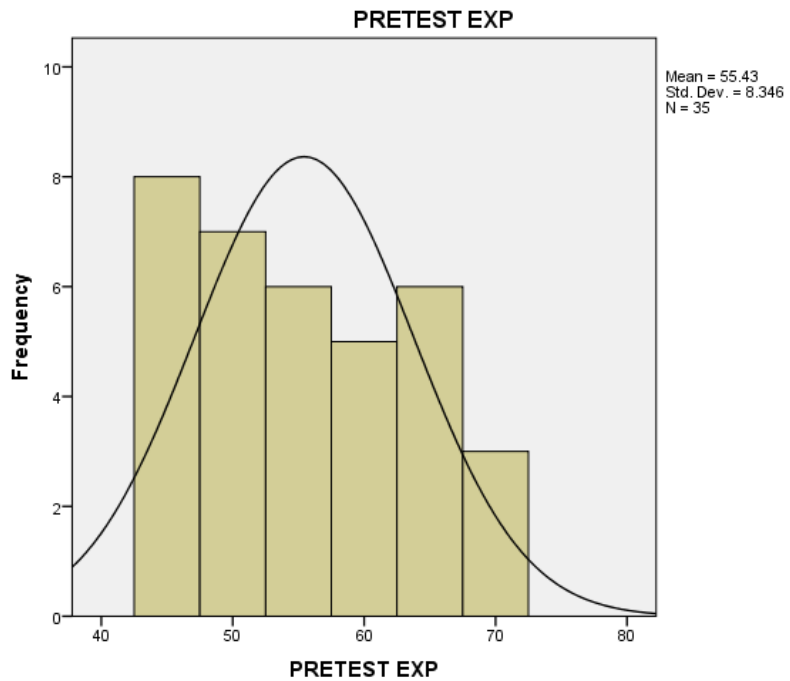
HASIL NILAI CONTROL GROUP**KELAS XI IPA-2**

NO	Pre-Test	Post-Test
1	40	60
2	45	75
3	70	85
4	70	85
5	55	75
6	65	80
7	60	70
8	55	65
9	55	80
10	65	65
11	40	80
12	55	80
13	0	85
14	60	75
15	55	75
16	70	80
17	80	90
18	70	85
19	65	85
20	65	80
21	50	70
22	75	80
23	65	80
24	80	90
25	65	80
26	70	85
27	45	50
28	55	85
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30	70	80
31	70	85
32	60	80
33	70	90
34	55	75
35	60	85
36	70	85

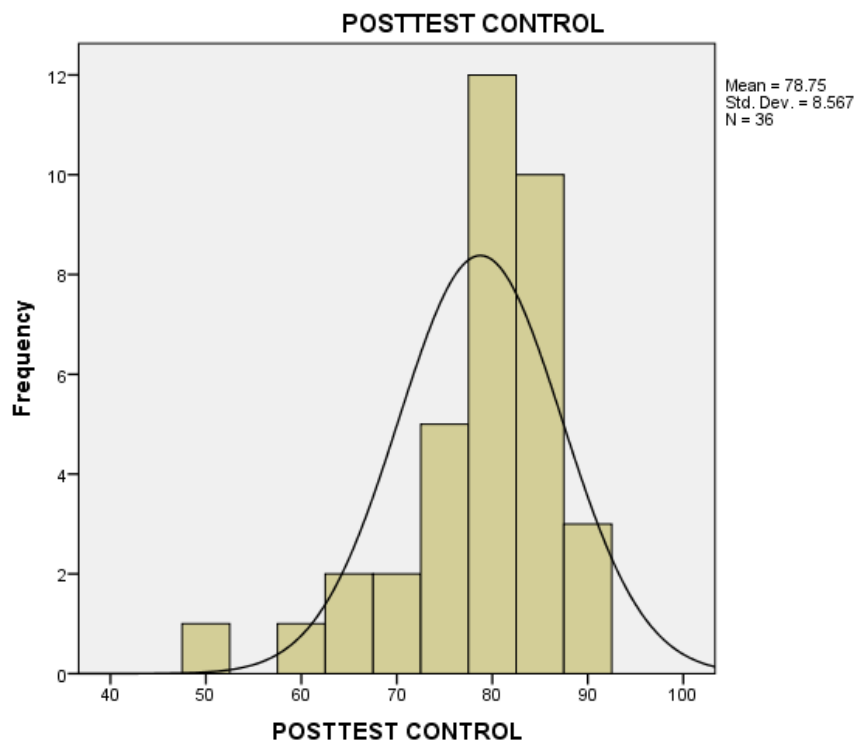
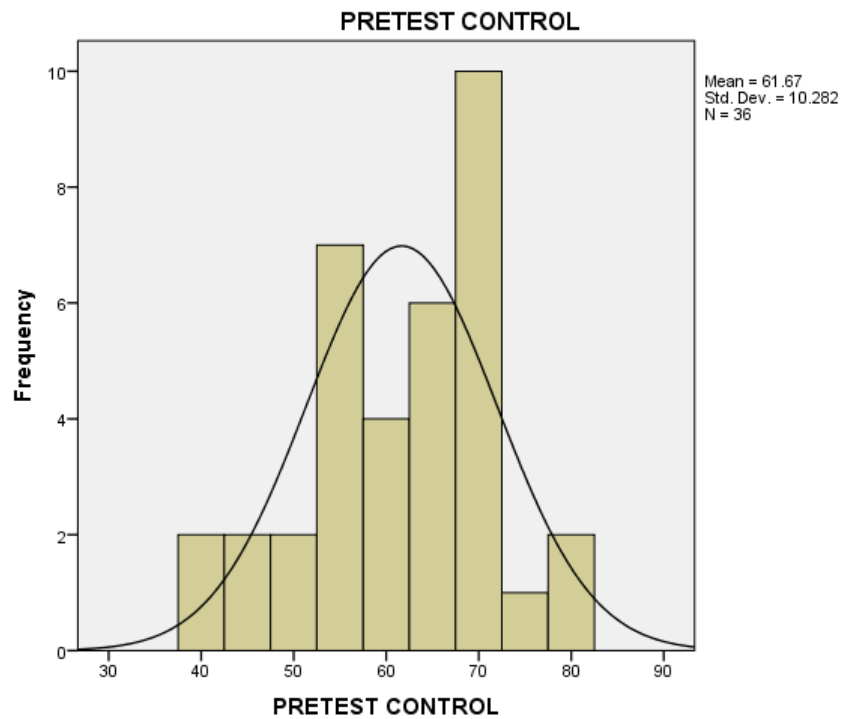
Percentage of Control Group

No	Pre Test	Post Test	Range	Persentase
1	40	60	20	33%
2	45	75	30	40%
3	70	85	15	18%
4	70	85	15	18%
5	55	75	20	27%
6	65	80	15	19%
7	60	70	10	14%
8	55	65	10	15%
9	55	80	25	31%
10	65	65	0	0%
11	40	80	40	50%
12	55	80	25	31%
13	70	85	15	18%
14	60	75	15	20%
15	55	75	20	27%
16	70	80	10	13%
17	80	90	10	11%
18	70	85	15	18%
19	65	85	20	24%
20	65	80	15	19%
21	50	70	20	29%
22	75	80	5	6%
23	65	80	15	19%
24	80	90	10	11%
25	65	80	15	19%
26	70	85	15	18%
27	45	50	5	10%
28	55	85	30	35%
29	50	80	30	38%
30	70	80	10	13%
31	70	85	15	18%
32	60	80	20	25%
33	70	90	20	22%
34	55	75	20	27%
35	60	85	25	29%
36	70	85	15	18%
Rata - rata Kenaikan				22%

APPENDIXES 8
GRAPHIC PRE-TEST AAND POST-TEST EXPERIMENTAL GROUP

GRAPHIC PRE-TEST AAND POST-TEST EXPERIMENTAL GROUP

APPENDIXES 9
GRAPHIC PRE-TEST AAND POST-TEST CONTROL GROUP

GRAPHIC PRE-TEST AAND POST-TEST CONTROL GROUP

APPENDIXES 10
SURAT IJIN PENELITIAN

APPENDIXES 11
DOCUMENTATION

(Experimental group when did a pre test on 18th April 2019)



(Treatment on 25th April 2019)





(Experimental Group did Post Test on 2nd May 2019)



(Control Group when did Post Test on 19th April 2019)



(Treatment on 26th April 2019)





(Control Group when did Post-test on 3rd May 2019)

