THE USE OF JIGSAW METHOD TO IMPROVE THE STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS OF MTS TARQIATUL HIMMAH PABELAN SEMARANG DISTRICT IN THE ACADEMIC YEAR 2016/2017

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

By
SACHIBUL ULLA
113-12-109

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF SALATIGA
2017
DECLARATION

“In the name of Allah, the most graceful and the most merciful”

Hereby, the writer declares that this graduating paper is written by the writer himself. This research does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the references. The writer is capable to account his graduating paper if in the future it can be proved of containing others’ idea or in fact that the writer imitates the others’ graduating paper. Likewise, this declaration is written by the writer, and he hopes that this declaration can be understood.

Salatiga, March 31th 2017

The writer

Sachibul Ulla
NIM. 113 12 109
Salatiga March 6th 2017

Setia Rini.
The lecturer of English Education Department
State Institute of Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Sachibul Ulla’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Sachibul Ulla’s graduating paper entitled “THE USE OF JIGSAW METHOD TO IMPROVE THE STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS OF MTS TARQIATUL HIMMAH PABELAN SEMARANG DISTRICT IN THE ACADEMIC YEAR 2016/2017”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Counselor,

Setia Rini S.Pd.,M.Pd.
NIP. 19750518 200312 2 0027
A GRADUATING PAPER

THE USE OF JIGSAW METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS OF MTS TARQIATUL HIMMAH PABELAN SEMARANG DISTRICT IN THE ACADEMIC YEAR 2016/2017

SACHIBUL ULLA
NIM: 113-12-109

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on March 31st 2017 and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

Board of Examiners

Head : Rr. Dewi Wahyu M., S.S. M.Pd.
Secretary : Faizal Risdianto, S.S., M.Hum.
1st Examiner : Maslihatul Umami, S.Pd.I., M.A.
2nd Examiner : Ruwandi, M. A.

Salatiga, March 31st 2017

Dean of Teacher Training and Educational Faculty

NIP. 19670121 199903 1 002
MOTTO

“A man who only reads in too much and just uses his own brain few of falls into lazy.”

~Albert Einstein ~
DEDICATION
This graduating paper is dedicated to:

1. Allah SWT who always gives what I need
2. My beloved mother (Istirokah) and father (Suhabib), thanks for everlasting prayer and support to my success
3. My beloved brother Dwi Hidayat thanks for your support
4. My beloved partner Ifticha Saniyati Shobiroh for everlasting prayer and support to my success
5. My best friend Tegar pakwo ,Willy Rahmadhan Putra and Bani Mamoniah thanks for your supports and for your kindness
6. The big family of KOPMA FATAWA thank you so much for your support, without you I cannot finish my graduating paper as soon as possible
7. All of my friends from TBI D 2012
ACKNOWLEDGEMENT

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the writer could finish this graduating paper as one of the requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without support, guidance, advices, helps, and encouragements from individual and institution. The writer somehow realizes that an appropriate moment for her to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M.Pd. as the Rector of State Institute of Islamic Studies (IAIN) Salatiga
2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty
3. Noor Malihah, Ph.D. as the Head of English Education Department
4. Setia Rini S.Pd.,M.Pd.as a counselor who has educated, supported, directed, and given the writer advices, suggestions, and recommendations for this graduating paper from the beginning until the end
5. All of the lecturers in English Education Department.
6. All of staff who have helped the writer in processing the graduating paper administration
Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, March 31\textsuperscript{th} 2017

The Writer

\[\text{\begin{center}
\includegraphics[width=0.2\textwidth]{signature}\end{center}}\]

\textsc{Sachibul Ulla}

11312109
ABSTRACT


The writer answered two problems of research (1) Does jigsaw method improve the students’s reading comprehension of eighth grade of MTs Tarqiatul Himmah Pabelan Semarang district in the academic year 2016/2017? (2) How far the use of jigsaw method to improve the students reading comprehension of narrative text of the eight grade students in academic year 2016/2017? The design of the research was classroom action research. It was conducted in two cycles. The teachers analyzed the students’ reading comprehension in each cycle. The results showed that (1) The students improved their reading comprehension step by step from cycle 1 and 2. It was inform when the writer conducted the cycle 2, (2) The result of the t-test of cycle 2 was 5.67. Before the effect has not seen by the writer in the cycle 1; the result of t-test of cycle 1 was 1. The passing grade was 70 and the target of the passing grade was 70%. The outcome of the post-test of cycle 2 was 73% from the students. The students passed the passing grade. The target of cycle 2 was achieved, so the writer stopped the research. Thus instruments proved that it could improve the students reading comprehension.

Keywords : Jigsaw Method, Reading Comprehension.
# TABLE OF CONTENT

COVER ................................................................................................................................. i
DECLARATION..................................................................................................................... ii
ATTENTIVE COUNSELOR’S NOTE ................................................................. iii
STATEMENT OF CERTIFICATION ................................................................. iv
MOTTO ................................................................................................................................. v
DEDICATION ...................................................................................................................... vi
ACKNOWLEDGEMENT ................................................................................................ vii
ABSTRACT ....................................................................................................................... ix
TABLE OF CONTENT ..................................................................................................... x
LIST OF FIGURE AND TABLES ................................................................................ xii

## CHAPTER I INTRODUCTION...................................................................................... 1

A. Background of the Research ..................................................................................... 1
B. Problems of the Research ....................................................................................... 5
C. Objectives of the Research ..................................................................................... 6
D. Benefits of the Research ....................................................................................... 6
E. Limitation of the Research .................................................................................... 7
F. Review of the previous Research ......................................................................... 7
G. Definition of Key Term............................................................................................ 9
   1. Jigsaw .................................................................................................................. 9
   2. Reading Comprehension .................................................................................... 9
   3. Narrative Text .................................................................................................... 10
H. Research Paper outline ......................................................................................... 11

## CHAPTER II THE THEORITICAL FRAMEWORK .............................................. 13

A. Jigsaw ..................................................................................................................... 13
B. Reading and Reading comprehension ................................................................... 15
C. Narrative text ....................................................................................................... 23

## CHAPTER III RESEARCH METHODOLOGY .................................................. 29

A. Location of the research ....................................................................................... 29
B. Research Design .................................................................................................... 29
C. Subject of the Research ...................................................................................... 30
D. Time Allocations .................................................................................................. 31
E. Procedure of the Research .................................................................................. 31
F. Cycle of Classroom Action Research ................................................................ 33
   1. Cycle I ............................................................................................................... 33
LIST OF FIGURE AND TABLES

Figure 3.1 by Kemmis ................................................................. 33

TABLES
Table 2.1 Rubric in Reading Assessment ........................................... 21
Table 3.1 Research Schedule .......................................................... 31
Table 3.2 Scoring Essay ................................................................ 39
Table 4.1 Teacher’s Observational Checklist of Cycle I ....................... 46
Table 4.2 Students’ Observational Checklist of Cycle I ....................... 48
Table 4.3 Result of Pre-test and Post-test ............................................ 51
Table 4.4 The Result of Cycle I ........................................................... 52
Table 4.5 Calculation of the Passing Grade of Pre-test in cycle I ............ 54
Table 4.6 Calculation of the Passing Grade of Post-test in cycle I ........... 54
Table 4.7 Teacher’s Observational Checklist of Cycle II ...................... 59
Table 4.8 Student’s Observational Checklist of Cycle II ...................... 61
Table 4.9 Result of Pre-test and Post-test cycle II ................................. 63
Table 4.10 Result of Cycle II ............................................................... 64
Table 4.11 Calculation of the Passing Grade of Pre-test in Cycle II ........ 65
Table 4.12 Calculation of the Passing Grade of Post-test in Cycle II ....... 66
Table 4.13 The Description of Student’s Test Result ............................. 68
CHAPTER I
INTRODUCTION

This chapter presents about the background of the research, problems of the research, limitation of the problems, objectives of the research, benefits of the research, clarification of the key terms, previous study and research paper outline.

A. Background of Study

English language has an important role in educational world, especially in Indonesia. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills (Harmer, 1989:16). Reading is a way to get the information or knowledge from the written text. The writer is the sender of information or knowledge such as ideas, story and much information. The students as a reader are the receiver of the information after reading. Reading is one of the language skills which are mastered by the students of junior high school. Through the teaching and learning of reading, the students are expected to be able to comprehend the reading passage and to build the students competence in integrated to the other skills through reading that they need to understand about the content of reading text

Comprehension is the purpose of reading. It makes the students to be able to catch the point of reading text. When they read, they gain
information from the text. Therefore, the students have to pay more attention on reading comprehension. According to McNamara (2007:3) comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Chesla (1997:135) found that there are some reasons why people may have difficulty in understanding or remembering what they have read, such as they are too busy thinking about other things, the vocabulary is too difficult and they are not interested in subject matter. Therefore, reading for comprehension should be done by using appropriate technique to make the readers easier to comprehend the reading text.

The idea is supported by the fact that reading now has a part of daily life. Reading could not be separated from daily activities. The students read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading the students could get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the students. All those purposes need reading skill enough.

Narrative text is considered as the most interesting text. A narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Mark and Kathy, 2003:8). The text consists of orientation, complication, or problems and resolution. Students are expected to understand the text, but many students still find difficulties in
reaching the goal. They sometimes could not find the ideas of whole the
text. , it makes the students confused. Finally, the students do not
understand the plot of the whole story.

In teaching narrative text, the students often feel bored because the
teachers sometimes ask the students to translate the story whereas it is
ineffective methods of making students understand the text. Absolutely,
the student could not enjoy the text its self. To overcome those problems
in teaching narrative text, the teacher could use suitable and interesting
methods or techniques which are also suitable for the students. Every
method has its own features and weakness. Also, to minimize these
problems, students should be a center activity of teaching and
learning process or cooperative learning. It is on idea cooperative
learning in her book that cooperative learning is a group-centered
and student-centered approach to classroom teaching and learning
(Sharan, 1994:336). One problem of working in group method is the
students are responsible to learn only their own subtopic or subtask.
Jigsaw is one of the activities of cooperative methods which can solve this
problem. Slavin (1995:111) says that in jigsaw, most of working group
include a procedure whereby students share information they have
gathered with group mates and, in many cases, with the class as a whole.
Students are quizzed on all topics and the quiz scores are averaged to form
team scores. Therefore, if the team is to succeed, team members must not
only accomplish their subtasks but also do a good job of sharing information with their teammates.

According to Mrs Ninik Arifah, S.Pd.I as teacher in MTs. Tarqiyatul Himmah, especially at eighth year students, found some difficulties faced by the students in learning English. The students had problems in reading comprehension. There were two problems of reading that the students still got difficulties, they were getting main idea and understand the supporting details of narrative text. Therefore, the students could not answer to the questions based on the text. The students just read but they could not understand the supporting details of text. Finding the main idea is difficult and abstracts, you may want to read all the supporting details carefully to help increase your comprehension. Because of that the writer as teacher in MTs. Tarqiyatul Himmah should apply a suitable technique in teaching order to enable the students to comprehend the reading text well.

The students may have problems in understanding passages. It is the teacher responsibility to minimize the students’ failures by using the appropriate technique in teaching reading so that the students could understand what they read in target language. By applying appropriate teaching technique in teaching and learning process, the writer hopes it could improve the student reading comprehension achievement. Most importantly, jigsaw method implementation is easy to reach. Jigsaw method also establish the students interact and cooperate with another students in which smarter student teaches less than student in their group,
but also make every student takes irresponsible to teach one another because every student must learn a different piece of material.

The writer thinks that the students are in need to develop in their reading performance to read something especially in narrative text. For that purpose, the writer decided to conduct a research entitled **THE USE OF JIGSAW METHOD TO IMPROVE THE STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS OF MTs TARQUIATUL HIMMAH PABELAN. SEMARANG DISTRICT IN THE ACADEMIC YEAR 2016/2017**

B. **Problems of the Research**

Based on the explanation above, the problem statements consist of:

1. Does jigsaw method improve the students reading comprehension of narrative text of the eighth grade students MTs. Tarqiatul Himmah Pabelan Semarang district in the academic year of 2016/2017?

2. How far is the use of jigsaw method to improve the students reading comprehension of narrative text of the eighth grade students MTs. Tarqiatul Himmah Pabelan Semarang district in the academic year of 2016/2017?
C. Objectives of the Research

Generally, the study aims to improve the students’ reading comprehension, specifically it is to:

1. To find out whether jigsaw method improve the students reading comprehension of the eighth grade students MTs. Tarqiatul Himmah Pabelan Semarang district in the academic year of 2016/2017.

2. To find out how far is the use of jigsaw method improve the students reading comprehension of narrative text of the eighth grade students MTs. Tarqiatul Himmah Pabelan Semarang district in the academic year of 2016/2017.

D. Benefits of the Research

There are some benefits of the research some of them as follow:

1. Theoretical Benefit

   The English language teaching methods especially the use jigsaw method to improve the students reading comprehension will inspire other researchers to conduct further researches.

2. Practical Benefits

   a. The writer

      The research finding would improve reading comprehension in teaching English using jigsaw method and develop this.

   b. The students
The result of this research would make the students able to solve their problems in reading especially in reading comprehension narrative text.

c. The English teacher

Give the real description to use jigsaw method to improve the students’ skill in reading comprehension of narrative text.

d. Other Researchers

The result of this study can be used as the reference for future research.

E. Limitation of the Research

Based on the identification of the problem mentioned above, The research focused on the jigsaw method in teaching reading that is improving reading comprehension of narrative text by using jigsaw at the eighth grade students of Mts Tarqiatul Himmah Pabelan Semarang district in the academic year 2016/2017

F. Review of Previous Research

In this graduating paper, the researcher reviews several related studies to support this paper from the other graduating papers. One of them is a study by Muhamad Romli in her thesis entitled “Improving The Students' Reading Comprehension Of Narrative Text Through Story Mapping (A Classroom Action Research of the Second Grade of MTs
The second study had been done by Ayu Arini in her thesis entitled “Improving Students’ Reading Comprehension of Narrative Text through Jigsaw Technique (A Classroom Action Research in the Second Grade of Students of SMP Ash-Sholihin Kebon Jeruk). Department of English Education Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University Jakarta. The research from Ayu Arini focused on the results of this study show that the use jigsaw technique to improve the students reading comprehension of narrative text.

The third study had been done by Rumza Naela in her thesis entitled “The Use Of Picture In Narrative Text To Improve Students’ Attention In Learning English In MAN 1 Tengaran (A Classroom Action Research in the First Year Students of MAN 1 Tengaran in the Academic Year of 2011/2012)” English Department of Education Faculty State Institute for Islamic Studies (STAIN) Salatiga. She found that the using picture to improve students’ attention in learning English especially in narrative text.

From the literature review above, the writer assumes that this research is different from previous research. The writer would cover about the use of jigsaw method to improve students reading comprehension. The
difference was showed at the way of teaching, places and method in teaching learning process. The writer used jigsaw method to improve the students reading comprehension, whereas in previous study used story mapping, jigsaw orisinil and picture to improve students reading comprehension but the writer used jigsaw II in the research.

G. Definition of the Key Terms

To avoid misinterpretation about the title of this research, the writer would like to clarify and explain the terms used in this study as follows:

1. Jigsaw

   Slavin (1995:111) says that jigsaw includes a procedure whereby students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. Therefore, if the team wants to be successful, the students member must understanding about the material and also do a good job of sharing information with their teammates.

2. Reading comprehension

   Woolley (2011:15) states that “Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.”
Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.

3. Narrative text

A narrative is a text that tells a story and, in doing so, entertains the audience (Mark and Kathy, 1998:3). Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure (Mark and Kathy, 2003:18).
From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features.

**H. Graduating Paper Outline**

As guidance for either researcher in writing the paper or reader on whole content of the paper, the researcher who also the writer needs to set up paper outline. This paper consists of five chapters, those are following:

Chapter I is introduction that discusses background of the research, objectives of the research, problems of the research, benefits of the research, limitation of the research, the definition of the key terms, review of previous research, graduating paper outline.

Chapter II presents literary review (framework). It consists of discussion about the definition of jigsaw, the definition of reading comprehension in narrative text and the definition of narrative text.

Chapter III discusses about the research method. It consists of setting of the research, subject of the research, method of the research, procedure of the research, technique of collecting data, and technique of data analysis.

Chapter IV is discusses about data analysis. It consists of data description and result of the research.
Chapter V is conclusion and suggestions. It contains all of data analysis and gives some suggestion of the problems discussed.

The last part is references and appendices.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the writer will explain about the theoretical framework of jigsaw technique, reading comprehension, and narrative text.

A. Jigsaw

1. Definition of jigsaw

   In cooperative learning, students cooperate with their friend to discuss the topic they study but when the students are given to study their own topic and the students do not want to study their own topic.

   Jigsaw is one of activities of cooperative methods which can solve this problem. Slavin (1995:111) says that jigsaw includes a procedure where by students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. Therefore, if the team wants to be successful, the students member must understanding about the material and also do a good job of sharing information with their teammates.

   According to Slavin (1995:122) jigsaw is one of the working group or cooperative activities which are applicable in the teaching reading comprehension. It is one type the simplest method of
cooperative learning. Teaching reading would be easier because this way asks the students to be active in the class. They would be in the team consisting of various good students and weak students. Every team consist of 5-6 students and they would study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in the team should be responsible for their own material to the member of their material.

According to Kagan (2001) jigsaw is an effective strategy to use when you want to increase student’s mastery or a topic at hand, boost their concept development, enhance targeted discussion among students, and foster group project participation in learning. Therefore, this strategy would make students to develop their material and increase their ability to mastery about the text.

According to Aronson (1978) jigsaw orisinil means that the students read the different part with their member of group. It can be used to help the expert group developed the unique information, therefore made the member of group to appreciate each others.

From the explanations above, it can be concluded that jigsaw is the students activities, divided them into some group which are applicable in the teaching reading comprehension and to solve the problem in reading comprehension. The writer used jigsaw II when applied in teaching and learning process in the research.
2. **Step in implementing jigsaw technique in the classroom:**

According to the Slavin (2005:238) the jigsaw technique is very simple. There are steps of jigsaw:

a. Choose one or two the story that dividing the days’ lesson into some segments. If the students read the material in the class, need more the time to read the material. But, if the students read the task in their home, the material should long story.

b. Make one of sheet for the students that have more ability for each unit. This sheet said to the student concentration when they read, and the expert group would do their job.

c. Make quiz, a form of an essay or a form of another assessment in each unit. The quiz include less than 8 question, 2 question for each topic or more question which multiple count of 4,(12,16,20 etc.) so that the count of question which balanced in each topic.

d. Used the scheme of discussion (as an option). It helps to direct the discussion in expert group. This scheme, showed the point to be considered for the students in the topic that students discuss.

B. **Reading comprehension**

1. **Definition of Reading**

Patel (2008:113) defines that “reading means to understand the meaning of printed words. Reading is an active process
which consists of recognition comprehension skill. Reading is an important activity in life with which one can update knowledge. Reading skill is an important tool for academic success.”

Anthony, Pearson, and Raphael (1993) as cited by Farrell (2009: 20) in which reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of reading situation. Reading involves the identification and recognition of printed symbols which serve as stimuli for the recall of meanings built up through past experiences and further the construction of new meanings through the reader manipulation of relevant concepts already in his possession. (miles, 1975:9)

According to the Rudolph in The Teaching of Reading stated that “Reading means getting meaning from the certain combinations of letters. Teach the child what each letter stands for and he can read”. Therefore, reading is the activities that help the students to know the content of the text.

Pang (2003) argued that reading is a complex activity in understanding written text that involves both perception and though, also consists of word recognition and comprehension process. Word recognition refers to the process of realizing how
a text or written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences, and connected text.

From the definition above, it could be conclude that reading is the activity to understanding the meaning of the content. In addition, reading involves the identification of both perception and though, also consists of word recognition and comprehension process.

2. **The Purpose of Reading:**

When the students read something, the students know certainly about information that available on the text. According Tovani (2000) as quoted Risdianto (2012:94) there are some purposes for reading:

a. For pleasure or for personal reasons to find general information such as what a book is mostly about.

b. To find a specific topic in a book or article.

c. To learn subject matter that is required for a class.

To be concluded, there are some advantages of reading for the students. The students easy to find general information, specific topic and subject matter from the texts.

3. **Techniques of Reading**

Different reader may have their own ways and techniques in reading in accordance with their favor and purpose. Some
linguists have proposed many ways of reading, which the
mainly used in Grellet (1998: 40) summarized as follows:

a. Skimming is reading rapidly in order to get a general
overview of the material. Skimming tells readers what
general information is within a section. Use skimming in
previewing (reading before you read), reviewing (reading
after read), determining the main ideas from a long
selection readers don’t wish to read, or when trying to find
sources material for research paper (Risdianto, 2012:1).

b. Scanning is reading quickly going to a text to find particular
piece of information. Scanning accurate when a reader goes
through a text very quickly in order to find a particular point
of information (Williams, 1996: 100). The purpose of
scanning is to extract certain specific information without
reading the whole text (Brown, 1994: 293).

c. Extensive reading is reading longer text usually for
someone’s pleasure. This is a fluency activity, mainly
involving global understanding.

d. Intensive reading is reading short text to extract specific
information. This is more on accuracy activity involving
reading for detail. In this course, each text is read carefully
and thoroughly for maximum comprehension.
In this research, the writer used intensive reading when the writer applied the jigsaw method because this method match with the method.

4. Aspect of reading

According to Dallman (1982:25-26), some of the aspects of reading which deserve both specific attention in isolated learning situations and, at other times, more balanced attention in a more normal reading situation are word recognition, comprehension and reflection.

a. Word recognition

According to this interpretation, the degree of excellent in reading is determined, to a large extent, by the ability to recognize and pronounce words. The point of view that reading is chiefly skill in recognizing words continue to enjoy support in respectable and influential quarters.

b. Comprehension

Comprehension is an absolute necessity in reading. The practice of equating the pronunciation of words in context with reading is faulty. Student pronounces reinforces the fact that reading is the purpose of deriving meaning.

c. Reflection
This aspect of reading may be thought of as critical reading. *By fusion* he refers to as simulation of ideas gained through reading with the reader’s former experiences.

The writer used comprehension in this research because the writer want to know the students process of deriving meaning on the context.

5. **Teaching Reading Narrative Text**

   According to Richek et al, Caldwell, Jennings, & Lerner (1996: 156), activities that reading instructors should employ to help students improve reading ability are:

   1. **Before reading:** Instructors help students relate background information to reading. Build students’ background information, gently correct microceptions, and mention something students might enjoy or learn from the material.

   2. **During reading:** instructors encourage silent reading, ask students to predict what will happen next, and encourage students to monitor their own comprehension while reading.

   3. **After reading:** instructors check comprehension and encourage active responses.

      Similarly, the above activities can be well applied to teach students to read narrative texts. That is, the activities are divided into three stages: before, during and after
6. Rubric in Reading Assessment

Scoring rubrics can be used to classify virtually any product or behavior, such as essays, research reports, portfolios, works of art, recitals, oral presentations, performances, and group activities. According to Mary (2008) rubrics can be used to provide formative feedback to students, to grade students, and/or to assess programs. Therefore, the writer used rubric to measure the improvement of the students reading comprehension. The writer uses a rubric from Mount Olive School District which described as follows:

Table 2.1

Rubric in Reading Assessment:

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>The student response accurately demonstrates with higher level.</td>
<td>The student response accurately demonstrates:</td>
<td>The student response partially demonstrates:</td>
<td>The student response does not demonstrate:</td>
</tr>
<tr>
<td>Key Ideas/Details</td>
<td>Understanding of text</td>
<td>Understanding of Text</td>
<td>Understanding of Text</td>
<td>Understanding of text</td>
</tr>
<tr>
<td></td>
<td>Relevant Details</td>
<td>Relevant Details</td>
<td>Relevant Details</td>
<td>Relevant Details</td>
</tr>
</tbody>
</table>

Specific text-based
<table>
<thead>
<tr>
<th>Text - Based</th>
<th>Evidence</th>
<th>Specific text-based examples or citations</th>
<th>Specific text-based examples or citations</th>
<th>Specific text-based examples or citations</th>
<th>Support of reader’s examples/position</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What the response states)</td>
<td></td>
<td>Support of reader’s examples/position</td>
<td>Support of reader’s examples/position</td>
<td>Support of reader’s examples/position</td>
<td>Support of reader’s examples/position</td>
</tr>
</tbody>
</table>

| Development of Ideas |          | Awareness of task, purpose, audience | Awareness of task, purpose, audience | Awareness of task, purpose, audience | Awareness of task, purpose, audience |
|                      |          | Effectively applies key vocabulary | Application of key vocabulary | Application of key vocabulary | Application of key vocabulary |
| (How the response is organized) |          | Clear reasoning | Clear reasoning | Clear reasoning | Clear reasoning |
|                        |          | Logical organization | Logical organization | Logical organization | Logical organization |

| Conventions of Writing |          | Clear presentation | Clear presentation | Clear presentation | Clear presentation |
|                       |          | Command of grammar, mechanics, Usage | Command of grammar, mechanics, Usage | Command of grammar, mechanics, Usage | Command of grammar, mechanics, Usage |
| (How the response) |          | Usage | Usage | Usage | Usage |
|                       |          | Usage errors | Usage errors | Usage errors | Usage errors |

| |  |  |  |  |  |
| |  |  |  |  |  |

22
C. Narrative Text

1. Definition of narrative text

   Narrative text is one of English text types. According to Anderson (1997) narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story.

   Narrative text can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legend). In different statement, Anderson and Kathy (1998: 3) say that there are many different types of narrative; namely humor, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure. From the explanation above, narrative text is a story occured in past time which its social function is to amuse or entertain the reader. It is written with certain characteristics and its language features.

   Therefore, narrative text is a text with the goal to entertain the reader by many different types of the narrative text such as humor, romance crime etc. That occure in the past.
2. Generic Structures of Narrative Texts

A more detailed generic structure of narrative text has been proposed by Anderson and Anderson (1997) they argued that a narrative text includes:

a. Orientation that sets the scene (when and where) and introduces participants or character (who).

b. Complication where a crisis arises and something happened unexpectedly. As state Derewianka (1990: 32) It just would not be so interesting if something unexpected did not happens. This complication will involve the main characters and often serves to temporally toward them, for reaching the goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

c. Resolution when the crisis is resolved in which the characters finally sort out the complication. Derewianka (1990: 32) says that in a “satisfying narrative”, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

d. A code which a closing to the narrative (an optional step). It provides a comment or moral based on what has been learned from the story (Mark and Anderson, 1997)
Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. (4) A code is an optional step to close the narrative.

3. Linguistic Features of Narrative Text

Based on Anderson (1998: 8), the language features usually found in a narrative are:

a. Specific characters

b. Time words that connect events to tell when they occur.

c. Verbs to show the actions that occur in the story.

d. Descriptive words to portray the characters and settings.

4. Types of Narrative Text

According to Neo (2005: 58) there are many different types of narrative texts, among others:

a. Humor

b. Romance

c. Crime
d. Real Life Fiction

e. Theoretical Fiction

f. Mystery

g. Fantasy

h. Science Fiction

i. Diary Novels

j. Adventure

In addition, there are common forms of narrative text which are studied:

a) Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are:

(1) Sangkuriang

(2) Malin Kundang

(3) The Legend of Tangkuban Perahu

(4) The Story of Toba Lake

b) Fable
A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are:

(1) Mousedeer and Crocodile
(2) The Ants and The Grashopper
(3) The Smartest Parrot
(4) The Story of Monkey and Crocodile

c) Fairy Tale

According to wikipedia, *fairy tale* is an English language term for a type of short narrative corresponding to the French phrase “conté de fee”. A *fairy tale* typically features such fokloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. Gates, Steffel, and Molson (2003) argue that *fairytale* is a short narrative composed or written in prose. It focuses on essential and magic becomes a pervasive element. Example of *fairy tale* in narrative text are:

(1) Cinderella
(2) Snow White
(3) Pinocchio
(4) Beauty and the Beast
(5) The Story of Rapunzel
d) Science Fiction

   According to Davenport (1955) science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

(1) To The Moon from The Earth

(2) Starship Trooper

(3) A Space Odyssey
CHAPTER III

RESEARCH METHODOLOGY

This chapter the writer would present about the location of the research, research design, subject of the research, time allocations and procedures of the research.

A. Location of the Research

The writer conducted classroom action research in MTs Tarqiyatul Himmah Kauman Lor, Pabelan sub district, Semarang regency. The total number of students in MTs Tarqiyatul Himmah in academic year 2016/2017 is 147 students. It consist of 77 male students and 70 female students. The research design contains were: the subject of the research, research design, the time allocation, the procedure of the research, the cycle of the research, the technique of collecting the data and the analyzing data.

The time of the research was done based on the schools’ academic schedule and agreement of the school principal. The research was carried out from January, 9th up to February, 9th 2017. Before doing the research, the writer prepared instrument that will be used in the research to measure the students’ reading comprehension when using jigsaw method.

B. Research Design

In this research the writer used a classroom action research as the method. According to Arikunto (2006:104) argued that classroom action research is research which the root of the problems appear in the class. This classroom action research is conducted by the teacher that patient in the study
to develop their teaching skill and could be conducted using four ways. They are: planning, action, observation and reflection. Based on the definition above, classroom action research aimed to develop the teachers teaching skill, to improve the students score. Classroom action research not only to develop teaching skill for the teacher but also solved their problems in learning.

The writer uses this method because identified the problem that is crucial to be overcome such as the reluctance of the students to practice reading English. The writer identified the problem by carrying out a survey on the teaching learning process in the classroom.

C. **Subject of the Research**

The subject of this research was concentrated on MTs Tarqiyatul Himmah Kauman Lor especially on eight grades B, with 29 students, it is involving all of 15 male students and 14 female students at grade B in academic year of 2016/2017. Based on the observations and experiences of the writer during real teaching process at MTs Tarqiyatul Himmah, it is found that most of the students’ ability in reading still weak. The subject in this class had difficulties in comprehending text. Moreover, the English teachers of MTs Tarqiyatul Himmah Kauman Lor that had been informally interviewed, Mrs. Arifah said that the input of the students of MTs Tarqiyatul Himmah Kauman Lor in academic year of 2016/2017 is still less.
D. Time Allocations

The research conducted from January 9th until February 9th 2017. The schedule activities are as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the research proposal</td>
<td>November</td>
</tr>
<tr>
<td>2.</td>
<td>Observation</td>
<td>December</td>
</tr>
<tr>
<td>3.</td>
<td>Preparing cycle 1 and cycle 2</td>
<td>January</td>
</tr>
<tr>
<td>4.</td>
<td>Conducting pre test and post test cycle 1 and</td>
<td>January –</td>
</tr>
<tr>
<td></td>
<td>cycle 2</td>
<td>February</td>
</tr>
<tr>
<td>5.</td>
<td>Writing the report</td>
<td>January – March</td>
</tr>
</tbody>
</table>

E. Procedure of the Research

This research applied classroom action research, and it divided into three cycles. Each cycle had systematic procedure: planning, action, observation and reflection.

a. Planning

According Sutama (2011:144) states that planning was directed at the implementation of the activity or program optimally by observing the condition of the subject of the target and the supporting factors. In this point, the writer had some list that would like to do, there were: making
the schedule of the research, preparing the material based on the syllable and make a lesson plan, preparing scoresshett, making an observation list, making pre-test and post-test of each cycle.

b. Action

In this step, the writer would like to give the pre-test, and the writer would give explanation about jigsaw method. Then, the writer would give the post-test in the three cycles.

c. Observation

Sutama (2011:92) says that observation is done by observing or seeing and or listening to people or events. During the research, classroom should observed to know whether the strategy have improvement or not. It was due to get the description about developing learning process and the influence of the research action in the form of data. Observation also called as a describing the pre and post-test of the research that have do. It is using observation sheet, the writer also take pictures as the image of documented during teaching learning process.

d. Reflection

Reflection is the activities for evaluating all of the actions done. The result of the observation is analyzed, it is to remember what occurs that has been written in observation (Arikunto, 2010:140). It was due to have evaluation in research process. Reflection for revised the step in the first cycle, and it was corrected in the second cycle.
F. Cycles of Classroom Action Research

The writer conducted every cycle based on Kemmis’ figure in classroom action research.

Figure 3.1 According to Kemmis (1983) in Hopkins (2014)

The writer and English teacher of Mts Tarqiyatul Himmah, Mrs. Arifah made collaboration. It was included preparation phase, action, observation, and reflection. The writer also invited the research with another observer she is Ifticha Saniyati S is the writer classmate. The writer planned the steps as below:

1. Cycle I
   a. Planning

   In this research, the writer planned what action would be done in applying the jigsaw method. The activities in the planning presented below:
1) Selecting the material that was greeting based on the teachers’ syllabus

2) Determining the material, it was about narrative text

3) Designing the lesson plan (jigsaw method in reading comprehension) to guideline the teaching process

4) Preparing teaching instrument, such as observational checklist, score sheets and test

5) Preparing pre-test and post-test task for the students. There were 20 multiple choices and essay was 5 numbers. The total task was 25 numbers

The preparation was design to guide and support the teaching and learning process to gain the goal.

b. Action

After the preparation, the writer did the research in the class.

The implementation of preparation would be explained below:

1) Giving pre-test for the students

2) Explaining the material (narrative text with theme Sngkuriang)

3) Explaining the application of jigsaw method

4) Giving the students opportunity to ask and show up their idea about the material and method

5) Giving the students change to work in group
6) Giving opportunity for the students to share their idea with others

7) Giving post-test

In this stage, the writer and the students worked together. The writer guided the teaching and learning process with the writer’s method, the students comprehended what the writer did in the teaching and learning reading comprehension.

c. Observation

In this part, the observer had function to evaluate the action of the teachers and the students. The aims of observation was to know wether the action is success or not. The observational checklist was:

Observational checklist for the teachers:

1) Greeted the students before the lesson begin
2) Prayed before the lesson begin
3) Checked the students attendance
4) Asked the material in the last meeting
5) Prepared and give the students the material of lesson
6) Gave the students opportunity to ask and answer questions

Observational checklist for students

1) Analyzed the material
2) Giving questions
3) Showing their idea
4) Working on group with the jigsaw method
d. Reflection

In this point, the writer was reflected, evaluated and described the result of the action. The use of reflection was attempted to memorize sense of process, problem and real issue in action. Moreover, the purpose of reflection was to understand the issue which had explored more clearly and decide to do further cycles of action research in order to improve the situation. The target of passing grade was 70%. The passing grade was 70. If the target could not reached, the writer would conduct the cycle II.

2. Cycle II

a. Planning

In this point, the writer would design based on the cycle I result.

1) Revised the lesson plan more specific based on the observer suggestion, note from the observer and the students need

2) Reselected the teaching material. The material for cycle II was about narrative text with different theme

3) Revised the test with decreasing the reading text. The maximum text is two texts for three kinds of test (multiple choice, and essay). It was be adapted with the comprehen of the students. It was for pre-test and pro-test.
b. **Action**

The action in cycle II is quite similar with the action in cycle I. The activities in cycle II were:

1) Giving more explanation about the material
2) Giving post-test II about narrative text with different theme with multiple choice, and essay

c. **Observation**

The writer observed the students improvement, response and participation in the teaching learning process. The observer also observed the writer and the student performance during action.

d. **Reflection**

The writer evaluated the students reading comprehension improvement. English teacher also gave suggestion and advised for the next teaching performance. In addition, the writer asked about the students reading progress according to English teacher. The writer expected in the cycle II the students could passed the target. That was 70% and the passing grade was 70. If the target less than 70%, the writer would conduct in the cycle III.

G. **Technique of collecting data**

Techniques of collecting data which used in this research were as follows:

1. **Observation**

The observations used to observe the teaching learning process and the students’ activities. In the observation, the writer used observational
checklist (enclosed). The researcher’s partner observed the teaching learning process.

2. **Test**

   Test was one of research instrument that used by the teachers to know how the students could mastery reading comprehension. According to Arikunto (2010:193) test is a spate of questions or exercises as well as other tools that are used to measure the skills, knowledge, intelligence, ability or talent that is owned by an individual.

3. **Documentation**

   The writer used documentation which in the photos and videos. Documentation gives the information about the research. The documents which used by the writer were lesson plan cycle I- II, score sheets, and observational checklist (enclosed).

**H. Rubric for Reading Comprehension**

In addition, the writer made the rubric for the research.

1. The multiple choice scoring was 50%. It was presented below:

   The total of multiple choices was 20 numbers.

   The total score each number was 1

   Total number of multiple choices $\times 1 = \text{total score}$

   $20 \times 1 = 20$

2. The essay test was 5 numbers. The writer uses a rubric from Diana (2016). The rubric scoring would presented below:
### Table 3.2 Scoring Essay

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Complete answer and the sentence format was appropriate</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>The answer was not complete and the format was appropriate</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>The answer did not quite complete and the sentence format was appropriate</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>The answer do not quite complete and the sentence format did not appropriate</td>
<td>3</td>
</tr>
</tbody>
</table>

#### I. Data Analysis

The most valuable data required to answer the research question from pre-test and post-test. The data was calculated through means. It consisted of the average score of students’ achievement. The sum of total score divided by the number of students.

1. According to Sudijono (2010: 86), the average score of each student counted using this formula:

\[
Mean_x = \frac{\sum fX}{N}
\]

\(Mean_x\) = The average of the students’ achievement in reading test  
\(\sum fX\) = The sum of total score  
\(N\) = The total number of subject
2. According to Sudijono (2010: 305-307), there are formula to calculated mean of difference:

\[ M_D = \frac{\sum D}{N} \]

- \( M_D \) = Mean of difference
- \( \sum D \) = difference score variable X and variable Y
- \( N \) = Number of students

3. Standard deviation calculation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

- \( SD_D \) = standard deviation
- D = difference between pre- and post-test
- \( N \) = number of the students

4. Looking for \( t_o \) by using these formula:

\[ t_o = \frac{M_D}{SE_{M_D}} \]

- \( M_D \) = mean of difference
- \( SE_{M_D} \) = standard error
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer discuss about research findings and discussion. It shows data collection and data analysis since beginning until the end of the research. The writer gives detail explanation.

A. Research Findings

The research conducted in two cycles. The writer divided first cycle into two meetings, but before conducted the first cycle, the writer did pre-test in one meeting and did post-test in one meeting again after the first treatment. Then, the second cycle divided into two meetings and continued by doing post-test in one meeting after the second treatment. Each meeting took 80 minutes. First cycle conducted Wednesday, January 18th 2017, Thursday, January 19th 2017, Wednesday, January 25th 2017 and Thursday January 26th 2017. The second cycle conducted on Wednesday, February 1st 2017, Thursday February 2nd 2017, Wednesday February 8th 2017 and Thursday, February 9th 2017. In this research, the writer as a teacher and the learning process observed by another observer. The observer was held by Ifticha S.S is the my classmate. The writer took narrative text as the material that had been taught. Every cycle in this research consists of identifying the problems, planning, action, observation, and reflection. They could be explained in the description below:
1. Cycle 1

a. Identifying the problems

The writer explained in the first chapter that the students had many problems in teaching learning english. The students felt difficult to learn about english because it foreign language for them. The students had problems in grammar, spelling and pronunciation. The important thing the students got difficulties to understand meaning in the content because their vocabulary is limited so they could not answer questions easily and correctly. The students had less motivation in teaching and learning process, so the students did not mastery well about the english teaching.

b. Planning the action

Before conducting the research, the writer prepared the instruments of the research. The writer was conducted pre-test on Wednesday, January 18th 2017. The result of pre-test would be compared with post test in the end of the cycle. The writer also prepared:

1) Lesson plan : It was used as guidances in English learning process.

2) Material : The writer took the material from any sources

3) Test : It divided into pre-test and post-test. Pre-test was given before the researcher applied her technique while post test was given after the researcher applied scattergories board game.
4) Teaching aid: The writer chose narrative text in conducting English lesson

c. Implementation the action

1) First treatment in cycle 1

First treatment in cycle 1 started on 25th and 4th January 2017. The writer as a teacher and observer conducted pre-test on 18th January 2017 at 08.30 a.m at VIII B. The students surprised with our coming, they supposed that their class would not use as a research class. The teacher greeted the students by using English. After that the teacher introduces himself and the observer to the students. The teacher told them about his research project and hoped the students participation in the teaching learning process.

Before the teacher gave explanation the jigsaw method to the students, the teacher provoked the students by asking some question about narrative text to them “Do you know about narrative text?” Actually, the students knew about the definition of the material. The teacher appreciated them. Some of students answered the teacher question such as “yes, narrative text itu seperti malin kundang, dongeng, legenda,dan lain-lain” (yes, narrative text is such as Malin Kundang, the lengend,story and etc.). Then the teacher asked one of the students read the material. The teacher continued by giving more explanation about the definition and purpose of narrative text. Beside it, the teacher gave explanation about unfamiliar word because some
of the students still confused about the content. The teacher continued the learning process by giving explanation about the generic structure of narrative text and gave example of narrative text about Rowo Pening, then explained how to answered and analyzed it. After gave the explanation about narrative text, the teacher showed the students about the jigsaw method. The teacher divided the students to the origin group by using counting from number 1 until 6. The teacher explained how did the task by using jigsaw method, after that asked the student studied the story clearly. Then the teacher divided the students to expert group and classified the student in accordance with the number of original groups. Each student worked on one problem according with the number of original groups such as ; the expert Group which number one that containing with the same members (number 1) as much as 6 students. The students did the task from the teacher and the teacher controled every group and gave more detail explanation again. The time is up, and the teacher continued to the next meeting.

2). Second treatment in cycle 1

On January 26th 2017, the teacher continued the treatment because the time on the previous week is insufficient finished the treatment. Before the teacher continued the treatment he cheked the students’ attendance list. The teacher continued the teaching learning process and asked the students moved and back to the expert group.
such as in the previous meeting. The teacher helped the students did the task, and controled them and asking the difficult word. The teacher gave time for the students did the task, then the time is up and the teacher asked the students back to kelompok asal. After that, There is a problem when the student could not remember their original group. Then the teacher initiative with the reshuffling the students as a the expert group which number. 1, 2, 3, 4, 5 into one group and so on.

The teacher felt difficult because the students forgot the member of group before. But, the teacher helpfully with the students that easily conditioned after the original group was formed, the teacher asked the students to discuss the answered from question 1 until 5. After the students have finished did the task, the teachers and the students disscussed the matter at the same time and asked the students read the answers from question in accordance with their group. However, the way is not effective because students did not be conditioned. The teacher asked the students written the results of their answers on the Board and discussed the the task together. The teacher concluded the result of learning today and then close with said salam.
d. Observation

In the cycle 1, the writer entered the class, and the observer observed the teaching and learning process. The writer prepared the observation checklist. There were two kinds of observation checklist. The first observation checklist was for the teacher, and the second observation checklist was for the students. The result of the observation checklist explained below:

**Table 4.1 Observation Checklist for Teacher Cycle 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
<td>The teacher greeting to the student before the class begin using english The teacher greet to the students by using english language</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
<td>The teacher demand to the students to praying before they start the lessons</td>
</tr>
<tr>
<td>3</td>
<td>Checking students attendant list</td>
<td>✓</td>
<td></td>
<td>The teacher forgot called the name of students one</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Explain about narrative text</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher explain the material well to the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Asking the students about the material and giving example</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher asked some student about material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher divided students on group</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher divided students on group and calculated then gather them agree with the calculated number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Guiding the students on group</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher guided the students activity by using jigsaw method</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher gave feedback after the lesson and explain more about the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving motivation for students</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher forgot the give the students motivation after the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In this table, it showed that the researcher forgot to give motivation for students. The researcher should give motivation for students. To solve this problem, the observer suggested to give motivation for the students in the final of the lesson. Therefore, the researcher should give motivation to the students, and they had big spirits to learn about the materials. In addition, students would be motivated to be more active again in paying attention to the lesson. However, it is an important part in the learning process, since it could provoke the student motivation. Furthermore, before they learned English, their first lesson physical exercise that could reduce their focus because the lessons have been tired. The researcher should give appreciation for the students to their participation during the teaching and learning process, therefore the students could keep their enthusiasm and focus to follow the lesson.

**Table 4.2 Observation for checklist for student Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>The students activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Analyzing about the narrative text</td>
<td>✓</td>
<td></td>
<td>The students analyzed about the material from the teacher</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question about</td>
<td>✓</td>
<td></td>
<td>The students still confused about material, they did not</td>
</tr>
<tr>
<td></td>
<td>the materials</td>
<td>know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Read the materials</td>
<td>✓</td>
<td>The students read the materials in their group</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Working on group</td>
<td>✓</td>
<td>The students divided into some group and applied the jigsaw method</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Do the task individually</td>
<td>✓</td>
<td>The students did the task individually but still work in their group</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do the task well</td>
<td>✓</td>
<td>The students did the task and try to understand about the content</td>
<td></td>
</tr>
</tbody>
</table>

Some of the students were enthusiastic asked to analyze the text and asked about the materials such as asked the meaning of some difficult words, and then they tried to understand the materials when they read the text and tried to know the meaning that they didn’t know.

e. Reflection

In the cycle I, the writer explained there are some problem during the implementation of the action. The detailed reflelction could be described as bellow:
The writer could reflect that the students were still confused to understand about the topic because they also confused what the first step to find the topic. The writer took a long time to guide the students found the topic because the students lack of vocabulary mastery. The writer more active than the students, therefore the writer makes the students still low attention and passive disposed.

The students often made noise while learning process run. They always talk to the others. Sometimes, they did not finish their assignment from the teacher. Although the assignment was given in group, only some students did the assignment. They did not work together.

The observer suggested to the writer to give little explanation when the writer guided the students and got the main idea of the examples. In addition, the writer should decrease her activity that could improve the activity of the students. The observer also suggested to the writer to add some activities for the students to wrote the member of group when the writer applied the jigsaw method. Therefore, the students could remember about their member of group and it applied in expert group and origin group.
### Table 4.3

The Result of Pre-Test and Post-Test Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nafia anakhotul Hanifah</td>
<td>66</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Aryi miyandri</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Diah nurul safitri</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>Dimas tiko imam nugroho</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>Fathan ali</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad syafii</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad adib firqon naja</td>
<td>54</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad sultan amir</td>
<td>70</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad syarif hidayat</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>10</td>
<td>Muhammad very agustino</td>
<td>56</td>
<td>66</td>
</tr>
<tr>
<td>11</td>
<td>Muhammad yusuf effendi</td>
<td>58</td>
<td>62</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad imam nawawi</td>
<td>76</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Naila umayatul fitriyah</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>Nova alif septiyan</td>
<td>64</td>
<td>74</td>
</tr>
<tr>
<td>15</td>
<td>Novi ainnisa khasanah</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>Novita shella sefira</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>17</td>
<td>Oktafia salsa astiningsih</td>
<td>58</td>
<td>74</td>
</tr>
<tr>
<td>18</td>
<td>Okatviani inka fadilah</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>Nama</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>Nafia anakhotul Hanifah</td>
<td>66</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Aryi miyandri</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Diah nurul safitri</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>Dimas tiko imam nugroho</td>
<td>58</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Fathan ali</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad syafii</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad adib firqon naja</td>
<td>54</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad sultan amir</td>
<td>70</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad syarif hidayat</td>
<td>60</td>
<td>68</td>
</tr>
</tbody>
</table>

**Table 4.4**

The Result of Cycle 1
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Muhammad very agustino</td>
<td>56</td>
<td>66</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>Muhammad yusuf effendi</td>
<td>58</td>
<td>62</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad imam nawawi</td>
<td>76</td>
<td>70</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>13</td>
<td>Naila umayatul fitriyah</td>
<td>60</td>
<td>72</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>14</td>
<td>Nova alif septiyan</td>
<td>64</td>
<td>74</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Novi ainnisa khasanah</td>
<td>72</td>
<td>70</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>Novita shella sefira</td>
<td>62</td>
<td>74</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>17</td>
<td>Oktavia sala astiningsih</td>
<td>58</td>
<td>74</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>18</td>
<td>Okatviani inka fadilah</td>
<td>60</td>
<td>64</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>Ratih pamungkas</td>
<td>72</td>
<td>56</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>20</td>
<td>Rizki saputra</td>
<td>66</td>
<td>74</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>21</td>
<td>Satriyo bagus fadilah</td>
<td>70</td>
<td>66</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>Septia retnaningtyas</td>
<td>70</td>
<td>68</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>Siti amanah</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>Siti ha’jaroh meliyana</td>
<td>66</td>
<td>72</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>25</td>
<td>Sugeng riyadi</td>
<td>66</td>
<td>58</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>Sulistyio arif widiyanto</td>
<td>70</td>
<td>72</td>
<td>-2</td>
<td>5184</td>
</tr>
<tr>
<td>27</td>
<td>Umi rofiatun ni’mah</td>
<td>62</td>
<td>70</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>28</td>
<td>Uswatun khasanah</td>
<td>70</td>
<td>78</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>29</td>
<td>Wijianto</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>3600</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1736</td>
<td>1914</td>
<td>-178</td>
<td>31684</td>
</tr>
</tbody>
</table>

1) **Mean of Pre-Test 1**

\[
M = \frac{\sum X_1}{N} = \frac{1736}{27} = 64.29
\]

2) **Mean of Post Test 1**

\[
M = \frac{\sum Y_1}{N} = \frac{1914}{28} = 68.35
\]
a) Mean of Pre-Test 1 = 64.29

b) Mean of Post-Test 1 = 68.35

c) Mean of Pre-Test < Post-Test

3) Percentage of the students who pass KKM

Table 4.5 Calculation of the Passing Grade of Pre-test in cycle I

In the cycle I, the writer could calculate the students passing grade who could pass grade.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>19</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, the writer knew that there was eight person passed pre-test as the passing grade. The passing grade 30% and the target 70%. Thus, the target of passing grade was not achieved.

Table 4.6 Calculation of the Passing Grade of Post-test in cycle I

<table>
<thead>
<tr>
<th>criteria</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>12</td>
<td>43%</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>12</td>
<td>43%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the result of post-test passing grade, 16 students passed the passing grade. Therefore, it was not achieved the target of passing grade yet.

4) Calculated mean difference

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{-178}{29} \]

\[ = 6.13 \]

5) SD (Standard Deviation)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ SD = \sqrt{\frac{31684}{29} - \left( \frac{-178}{29} \right)^2} \]

\[ SD = \sqrt{1092.55 - 37.67} \]

\[ SD = 32.47 \]

6) Calculating \( t_0 \)

\[ SE_{MD} = \frac{SD_D}{\sqrt{N - 1}} \]

\[ = \frac{32.47}{\sqrt{29 - 1}} \]

\[ = \frac{32.47}{\sqrt{28}} \]
According to the result above, it shows that the mean of pre-test and post-test increased. The table present that the mean of pre-test and post test is 64.29 and 68.35. Based on the result, vocabulary mastery and reading comprehension risen after the students got treatment of jigsaw method. It means that jigsaw method is able to improve vocabulary mastery and reading comprehension. Beside that, the students who pass KKM in pre-test 1 increases in post-test 2. Pre-test 1 is 30%. It improves in post-test 1 is 57%. The result is that t-calculation is 1, while t-table is 2.02. It means that t-calculation is smaller than t-table. The writer continued the jigsaw method in cycle II because the target did not reached.

2. Cycle 2

a. Identifying the problem

Based on the result, observation, and reflection in cycle 1, the writer planned to solve the problems that appeared in cycle 1. He got that the students had difficulties in understanding the text because they lack of vocabulary, they did not memorize the unfamiliar word. The
students also confused about how to start jigsaw method and the students forgot their member of group when the writer as a teacher applied the jigsaw method. From the reasons above, the writer made activities to improve their new words and reading comprehension.

b. Planning the action

In this cycle, the writer planned to solve the problems that occurred in cycle 1. In cycle 2, the writer still used narrative text with different topic. The plan in cycle 2 focus to increase new words and know about the content through the jigsaw method in comprehension of narrative text, explanation about definition, generic structure and purposes of narrative text, in order to make them more understand about the content of the example narrative text and more explanation about narrative text. The writer prepared lesson plan, worksheet, pre-test and post test.

c. Implementing the action

1) Treatment 3 in cycle II

In this cycle, the teacher directly divided the students to the origin group by counting and same method in the previous meeting. In this meeting, the students understand about the jigsaw method and the teacher easily controled the students activity. The teacher gave the students material with different theme namely “The legend of Banyuwang”, then the teacher divided the students in to the origin group and same with the previous meeting in the cycle I. In this cycle, the teacher easily controled the students
because they had understand about the generic structure in narrative text and the teacher still guided the students in the every group. The teacher reminded the previous material and the teacher help the students that did not knew about the unfamiliar word, so that the students easy did the task in the expert group. The teacher was instruct the students back to the origin group and discussed the task from him. After the activity done, the teacher asked the students wrote the result of the question in front of the class and discussed it together. In this cycle, whe the students gave wrong answered in their group, the teacher gave punishment to the students such as singing in front of the class with their group.

2) Treatment 4 in cycle II

In this meeting, the teacher only gave reflection to the students and divided the students into some group to improve their unfamiliar word so the students easily to understand about the content of the task.

d. Observation

In the cycle 2, the writer entered the class, and the observer observed the teaching and learning process again. The writer prepared the observation checklist. The result of the observation checklist explained below:
<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
<td>The teacher greeting to the student before the class begin using English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The teacher greet to the students by using English language</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
<td>The teacher demand to the students to praying before they start the lessons</td>
</tr>
<tr>
<td>3</td>
<td>Checking students attendant list</td>
<td>✓</td>
<td></td>
<td>The teacher called the name of students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Explain about narrative text</td>
<td>✓</td>
<td></td>
<td>The teacher explain the material well to the students with different theme</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Asking the students about the material and giving example</td>
<td>✓</td>
<td>The teacher asked some student about material</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher divided students on group</td>
<td>✓</td>
<td>The teacher divided students on group and calculated then gather them agree with the calculated number</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Guiding the students on group</td>
<td>✓</td>
<td>The teacher guided the students activity by using jigsaw method and remind the students to write down the member of origin group</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td>The teacher gave feedback after the lesson and explain more about the material</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving motivation for students</td>
<td>✓</td>
<td>The teacher gave the students motivation after the lesson</td>
<td></td>
</tr>
</tbody>
</table>
In this table, it showed that the writer gave motivation for students. Based on the teacher observational checklist, the writer fixed the problems in the cycle I. The writer gave motivation for the students in the final of the lesson. The action of this cycle was quite same with cycle I, but the writer added the activity when he applied jigsaw method namely: the writer should make the students to write down the member of the origin group so they could remember about their member of group.

Table 4.8 Observation for checklist for student Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>The students activities</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Analyzing about the narrative text</td>
<td>✓</td>
<td></td>
<td>The students analyzed about the material from the teacher with different theme</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question about the materials</td>
<td>✓</td>
<td></td>
<td>Some students still confused about material, they did not know</td>
</tr>
<tr>
<td>3.</td>
<td>Read the materials</td>
<td>✓</td>
<td></td>
<td>The students read the materials in their group</td>
</tr>
<tr>
<td>4.</td>
<td>Working on group</td>
<td>✓</td>
<td></td>
<td>The students divided into some group and applied the jigsaw method and the students write down the</td>
</tr>
</tbody>
</table>
5. Do the task individually | ✓ | The students did the task individually but still work in their group

6. Do the task well | ✓ | The students did the task and try to understand about the content

In the cycle II, the students gave more attention to the teaching and learning process. The students be more active than the teacher, and the students tried to understand about the materials and little question for the researcher. When the students worked in group to collect the information, they asked and showed their ideas confidently. The students were less to ask the meaning to the researcher when they did the task. The students did the activities from the teacher when he applied the method from the teacher.

e. Reflection

Based on the observation result, jigsaw method increased student’s activeness. They looked so interested when the teacher applied the jigsaw method although some students made noise. The jigsaw method also improved students in reading comprehension of narrative text. It also explored student’s competency in vocabulary because they found new words from applying the method. They became more active in
answering the questions. The students actively participated in learning process.

Based on the cycle 2, there is improvement in pre-test to post test. The calculation as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nafia anakhotul Hanifah</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Aryi miyandri</td>
<td>70</td>
<td>78</td>
</tr>
<tr>
<td>3</td>
<td>Diah nurul safitri</td>
<td>65</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>Dimas tiko imam nugroho</td>
<td>68</td>
<td>78</td>
</tr>
<tr>
<td>5</td>
<td>Fathan ali</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad syafii</td>
<td>55</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad adib firqon naja</td>
<td>69</td>
<td>78</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad sultan amir</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad syarif hidayat</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>Muhammad very agustino</td>
<td>68</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>Muhammad yusuf effendi</td>
<td>52</td>
<td>62</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad imam nawai</td>
<td>59</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>Naila umayatul fitriyah</td>
<td>65</td>
<td>82</td>
</tr>
<tr>
<td>14</td>
<td>Nova alif septiyan</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>15</td>
<td>Novi ainnisa khasanah</td>
<td>71</td>
<td>84</td>
</tr>
<tr>
<td>16</td>
<td>Novita shella sefira</td>
<td>68</td>
<td>72</td>
</tr>
<tr>
<td>17</td>
<td>Oktafia salsa astiningsih</td>
<td>70</td>
<td>84</td>
</tr>
<tr>
<td>18</td>
<td>Okatviani inka fadilah</td>
<td>71</td>
<td>82</td>
</tr>
<tr>
<td>19</td>
<td>Ratih pamungkas</td>
<td>65</td>
<td>78</td>
</tr>
<tr>
<td>20</td>
<td>Rizki saputra</td>
<td>65</td>
<td>78</td>
</tr>
<tr>
<td>21</td>
<td>Satriyo bagus fadilah</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>22</td>
<td>Septia retnaningtyas</td>
<td>69</td>
<td>76</td>
</tr>
<tr>
<td>23</td>
<td>Siti amanah</td>
<td>70</td>
<td>82</td>
</tr>
<tr>
<td>24</td>
<td>Siiti ha’jaroh meliyana</td>
<td>70</td>
<td>82</td>
</tr>
<tr>
<td>25</td>
<td>Sugeng riyadi</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>26</td>
<td>Sulistyo arif widiyanto</td>
<td>64</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>Umi rofiatun ni’mah</td>
<td>60</td>
<td>71</td>
</tr>
<tr>
<td>28</td>
<td>Uswatun khasanah</td>
<td>70</td>
<td>82</td>
</tr>
<tr>
<td>29</td>
<td>Wijianto</td>
<td>56</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1878</strong></td>
<td><strong>2150</strong></td>
</tr>
</tbody>
</table>
Table 4.10
The result of cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nafia anakhotul Hanifah</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Aryi miyandri</td>
<td>70</td>
<td>78</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>Diah nurul safitri</td>
<td>65</td>
<td>76</td>
<td>-11</td>
<td>121</td>
</tr>
<tr>
<td>4</td>
<td>Dimas tiko imam nugroho</td>
<td>68</td>
<td>78</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Fathan ali</td>
<td>65</td>
<td>68</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Muhammad syafii</td>
<td>55</td>
<td>64</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>7</td>
<td>Muhammad adib firqon naja</td>
<td>69</td>
<td>78</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>8</td>
<td>Muhammad sultan amir</td>
<td>70</td>
<td>80</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad syarif hidayat</td>
<td>59</td>
<td>64</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>Muhammad very agustino</td>
<td>68</td>
<td>75</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>11</td>
<td>Muhammad yusuf effendi</td>
<td>52</td>
<td>62</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad imam nawawi</td>
<td>59</td>
<td>68</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>13</td>
<td>Naila umayatul fitriyah</td>
<td>65</td>
<td>82</td>
<td>-17</td>
<td>289</td>
</tr>
<tr>
<td>14</td>
<td>Nova alif septiyan</td>
<td>64</td>
<td>68</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>Novi ainnisa khasanah</td>
<td>71</td>
<td>84</td>
<td>-13</td>
<td>169</td>
</tr>
<tr>
<td>16</td>
<td>Novita shella sefira</td>
<td>68</td>
<td>72</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>Oktasia salsa astiningsih</td>
<td>70</td>
<td>84</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>18</td>
<td>Okatviani inka fadilah</td>
<td>71</td>
<td>82</td>
<td>-11</td>
<td>121</td>
</tr>
<tr>
<td>19</td>
<td>Ratih pamungkas</td>
<td>65</td>
<td>78</td>
<td>-13</td>
<td>169</td>
</tr>
<tr>
<td>20</td>
<td>Rizki saputra</td>
<td>65</td>
<td>78</td>
<td>-13</td>
<td>169</td>
</tr>
<tr>
<td>21</td>
<td>Satriyo bagus fadilah</td>
<td>70</td>
<td>80</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>Septia retmaningtyas</td>
<td>69</td>
<td>76</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>23</td>
<td>Siti amanah</td>
<td>70</td>
<td>82</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>24</td>
<td>Siiti ha’jaroh meliyana</td>
<td>70</td>
<td>82</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>25</td>
<td>Sugeng riyadi</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>Sulisty arif widiyanto</td>
<td>64</td>
<td>70</td>
<td>-6</td>
<td>36</td>
</tr>
<tr>
<td>27</td>
<td>Umi rofiatun ni’mah</td>
<td>60</td>
<td>71</td>
<td>-11</td>
<td>121</td>
</tr>
<tr>
<td>28</td>
<td>Uswatun khasanah</td>
<td>70</td>
<td>82</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>29</td>
<td>Wijianto</td>
<td>56</td>
<td>68</td>
<td>-12</td>
<td>144</td>
</tr>
</tbody>
</table>

Total: \[ \sum X_2 \quad \sum Y_2 \quad \sum D \quad \sum D^2 \]

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1878</td>
<td>2150</td>
<td>-272</td>
<td>2938</td>
<td></td>
</tr>
</tbody>
</table>
1) Mean of Pre-Test 2

\[ M = \frac{\sum X_2}{N} \]

\[ = \frac{1878}{29} \]

\[ = 64.75 \]

2) Mean of Post Test 2

\[ M = \frac{\sum Y_2}{N} \]

\[ = \frac{2150}{29} \]

\[ = 74.13 \]

a) Mean of Pre-Test 1 = 64.75

b) Mean of Post-Test 1 = 74.13

c) Mean of Pre-Test \leq Post-Test

3) Percentage of the students who pass KKM

In the cycle III, the researcher could calculate the students passing grade who could pass the passing grade.

**Table 4.11 Calculation of the Passing Grade of Pre-test in Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>count</th>
<th>presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>70</td>
<td>7</td>
<td>24%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>20</td>
<td>69%</td>
</tr>
<tr>
<td>total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, the writer knew that 9 of the students passed the pre-test as passing grade. The passing grade was 70 and
the target was 70%. Thus, the target of passing grade was not achieved.

The passing grade of post-test would present below:

Table 4.12 Calculation of the Passing Grade of Post-test in Cycle II

<table>
<thead>
<tr>
<th>criteria</th>
<th>count</th>
<th>presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>19</td>
<td>66%</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td>total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the result of post-test passing grade, 21 students passed the passing grade. The target of passing grade was 70%. It was 73% of the students passed the passing grade. It meant that the target of passing grade was reached.

4) Calculated mean difference

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{-272}{29} \]

\[ = 9.37 \]

5) SD (Standar Deviation)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]
\[ SD = \sqrt{\frac{2938}{29} - \left(\frac{272}{29}\right)^2} \]

\[ SD = \sqrt{11.31 - 87.79} \]

\[ SD = \sqrt{76.48} \]

\[ SD = 8.74 \]

6) Calculating \( t_0 \)

\[ SE_{MD} = \frac{SD}{\sqrt{N-1}} \]

\[ = \frac{8.74}{\sqrt{29 - 1}} \]

\[ = \frac{8.74}{\sqrt{28}} \]

\[ = 1.65 \]

\[ t_0 = \frac{MD}{SE_{MD}} \]

\[ = \frac{9.37}{1.65} \]

\[ = 5.67 \]

Based on the result above, it shows that the mean post-test of cycle 2 is raising. The table present that the mean of pre-test and post test is 64.75 and 74.13. Beside that, the students who pass KKM in pre-test 2 increases in post-test 2. Pre-test 2 is 31%. It improves in post-test 2 is 73%. Based on the result, reading comprehension risen after the students got treatment of jigsaw method. t-calculation also shows that there is significant
improvement from students’ reading comprehension. The result is that t-calculation is 5.67. The score of t-test higher than t-table. There was significance improvement of this research. The writer finished the research until two cycles because the result is already complete for standardize score is 70.

B. Discussion

From the result of analyzes in cycle 1 and 2, the researcher analyzes the improvement from each cycle. The improvement as follow:

**Table 4.13**

<table>
<thead>
<tr>
<th>No</th>
<th>Analyzes</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>64.29</td>
<td>64.75</td>
</tr>
<tr>
<td></td>
<td>Pre-Test</td>
<td>68.35</td>
<td>74.13</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Percentage students who pass KKM</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Pre-Test</td>
<td>57%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>Post-Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>t-calculation</td>
<td>1</td>
<td>5.67</td>
</tr>
</tbody>
</table>

The improvement of the students’ reading comprehension can be seen from the table above. It shows improvement from cycle 1 until cycle 2. Each cycle, the mean of post-test is bigger than the mean of pre-test. The mean of pre-test in cycle 1 is 64.29 and post-test is 68.35 while the mean of pre-test in cycle 2 is 58.86 and post-test is 75.44. Beside that, percentage of the students
who pass KKM also improves from pre-test and post-test cycle 1 and cycle 2. Percentage pre-test 1 is 30% and post-test 1 is 57% while percentage pre-test 2 is 31% and post-test 2 is 73%. The table also shows the differences between t-calculation in cycle 1 and cycle 2. T-calculation shows 1 and 5.67

From the data above, it can be concluded that the method was success to improve the students reading comprehension through jigsaw method. From the cycle I until cycle II there was significant improvement of the result of the study. In the cycle I, the students calculation of percentage was 57% and cycle II was 73%.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the writer was present the conclusion and suggestion related to research finding and discussion in teaching reading comprehension throught jigsaw method of the eighth grade students of MTs Tarqiatul Himmah in academic year 2016/2017.

A. Conclusions

The research is proposed to answer the problem of the research. After discussing and analyzing of the data which were obtained from the classroom action research of the eighth grade students of MTs Tarqiatul Himmah in the academic year 2016/2017.

1. Jigsaw method could improve students’ reading comprehension of narrative text. It could be seen from the students’ score that increases in each cycles. The score of post-test is greater than pre-test. The cycle I showed that the score of pre-test is 64.29 and mean of post-test was 68.35. In the cycle II, the score of pre-test was 64.75, and mean of post-test in cycle II was 74.13. it meant that there is significant differences between pre-test and post-test. This indicates that jigsaw method could improve the students’ reading comprehension of narrative text of the eighth grade students og MTs Tarqiatul Himmah Pabelan Semarang district in the academic year 2016/2017.
2. The extent of the use of jigsaw method could be proved by t-test calculation. T-test is a test a formula to know the significant differences between pre-test and post-test. The t-test of this research for cycle I is 1 and t-test for cycle II was 5.67. it means that the use of jigsaw method could improve the students’ reading comprehension of narrative text.

B. Suggestions

At the end of this chapter, the researcher would like to propose some suggestions, which hopefully would be useful.

1. For the teachers

The teachers could use jigsaw method to improve students’ reading comprehension, and should be recognized of the advantages of jigsaw method. Some of writers think that jigsaw method is the frequently used in learning strategy, and the teachers should stimulate the students by conducting jigsaw method in learning English. By using jigsaw method, the teachers could develop students’ deeper understanding of text,

2. For the future researchers

To the next research, the writer suggests to other writers. The writer expected to conduct research about the use of jigsaw method to improve students’ reading comprehension, but the researcher did not used media when he applied this strategy. The writer hopes that, the other writers add the media when they apply this strategy and make the students more
interest in the learning process. This research could be a reference for other writers to develop further research and also suggested to future research what are learning distraction that found by the students in learning English.
REFERENCES


Patel, Shri M.N. (2008). *English Language Teaching*. India: Sunrise Publisher


CURRICULUM VITAE

I. Personal Details

Name : Sachibul Ulla
Address : Cikalan I/V. Kec. Pabelan, Kab. Semarang
Phone Number : 085640880543
Place & Date of Birth : Semarang, February 23th 1994
Gender : Male
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Email : Sachiulla23@gmail.com

II. Education Details

1. 1999 – 2005 MI Mfalahul mukminin II pabelan
2. 2005 – 2008 Junior High School / Mts Tarqiatul Himmah Kauman Lor
3. 2008 – 2011 Vocational High School / MAN Salatiga
4. 2012 - IAIN Salatiga at English Departement S1 ( process )
RENCANA PELAKSANAAN PEMBELAJARAN I

(RPP)

SMP/MTS : Tarhiyatul Himmah

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2


Kompetensi Dasar : 11.1. Membaca nyaring bermakna teks essay pendek sederhana berbentuk Narrative text dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator :
- Membaca nyaring dan bermakna teks essay berbentuk Narrative Text.
- Mengidentifikasi berbagai makna teks dalam Narrative Text.
- Mengidentifikasi tujuan komunikatif Narrative teks.
- Merespon makna dan arti dari Narrative Text secara tepat, lancar dan berterima.
- Merespon arti dan langkah retoris di dalam Narrative Text.
- Mengerti dan menemukan kosakata baru.
Jenis Teks : Narrative
Aspek / skill : Membaca
Alokasi Waktu : 2 x 40 menit
Pertemuan : 1-2

A. Tujuan Pembelajaran
Pada Akhir pembelajaran siswa dapat :
1. Siswa mampu mengungkapkan makna dalam teks Narrative dan mampu menggunakan simple past tense dalam kehidupan sehari-hari.
2. Siswa mampu merespon makna dan arti dari teks Narrative secara tepat, lancar dan berterima.
3. Siswa mampu merespon arti dan langkah retoris di dalam teks Narrative.
4. Siswa dapat mengerti dan menemukan kosakata baru.

B. Metode Pembelajaran
Jigsaw Method

C. Media Pembelajaran
Short Story

D. Langkah Pembelajaran
1. Kegiatan Pendahuluan/Motivasi
   a. Greeting (memberi salam dan tegur sapa)
   b. Do’a
   c. Absen

2. Kegiatan Inti
   a. Eksplorasi
      1) Guru memperkenalkan kembali tentang Narrative Text dan Generic Structurnya.
2) Guru menanyakan siswa tentang cerita yang pernah ditemui siswa (Narrative text).

3) Guru memberi contoh cerita.

b. Elaborasi

1) Guru membagi siswa dalam 6 kelompok asal, yang terdiri dari kelompok 1,2,3,4,5 dan 6.

2) Guru membagi kelompok asal menjadi kelompok ahli.


4) Setelah kelompok ahli menyampaikan, siswa yang lain mencatat laporan tersebut dan menuliskan jawaban dari essay yang tertera didalam task.

5) Kelompok yang belum menjelaskan materi mendiskusikan hasil pekerjaan mereka ke group.

6) Kemudian kelompok yang telah selesai dengan pekerjaan mereka tersebut, mempresentasikan hasil mereka kepada anggota kelompok yang lain.

c. Konfirmasi

Siswa memberikan refleksi atau komentar tentang hal-hal yang telah dipahami tentang Short story.
3. **Kegiatan Penutup**
   a. Menyimpulkan materi.
   b. Menanyakan kesulitan siswa dalam memahami short story dalam membaca Narrative Text.
   c. Guru memberikan apresiasi kepada siswa

E. **Materi Pembelajaran**

1. **The Legend of Rawa Pening**

   Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

   Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a lesung;, a big wooden mortar for pounding rice. She reminded him, please remember, if there is a flood you must save yourself.

   Use this lesung; as a boat; The lesung; was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. Can I try?; asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

   Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the lesung; as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.
2. The Legend of Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumang’s, his own dog. So, she was very angry and hit Sangkuriang’s head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang’s head. It matched to her son’s wound who had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn’t marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

(taken from All Around Bandung – Gottfrid Roelcke, Gary Crabb).

NARRATIVE

1. The basic purpose of narrative is to entertain, to amuse, to deal with actual/imaginative experiences in different ways, to gain and hold the readers’ interest. However narratives can also be written to teach or
inform, to change attitudes/social opinions, soap operas and television dramas that are used to raise topical issues.

2. There are many types of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experiences.

3. Fairy tale is a short narrative composed or written in prose. It focuses on essential and magic becomes a pervasive element. Example: Cinderella, Rapunzel, Snow White and etc.

a. Features of Narrative Text:
   1. Focus on specific and usually individualized participants.
   2. Using past tenses.

b. Structure of Narrative Text:

   In a narrative, the text is focus on a series of actions:

   1) Orientation (introduction) : introducing the characters, setting, time and problem of the story. Usually answers **who, when, or where**.

   2) Complication or problem : the problems in the story developed.

   3) Resolution : the problems in the story is solved.
F. Sumber Belajar : 1. Buku Lembar Kerja Siswa kelas VIII Semester 2

G. Penilaian :
   1. Teknik : Tes Tulis
   2. Bentuk instrumen : Pertanyaan tetulis
   3. Instrumen : Lampiran

H. Pedoman Penilaian :

   1) The multiple choice scoring was 50%. It was presented below:

      The total of multiple choices was 20 numbers.
      The total score each number was 1
      Total number of multiple choices \( \times 1 = \) total score
      \( 20 \times 1 = 20 \)

   2) The essay test was 5 numbers. The rubric scoring would presented below:

   Table 3.3 Scoring Essay

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete answer and the sentence format was</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>appropriate</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The answer was not complete and the format</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>was appropriate</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The answer did not quite complete and the</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>sentence format was appropriate</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The answer do not quite complete and the</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>sentence format did not appropriate</td>
<td></td>
</tr>
</tbody>
</table>
Lampiran : Pre-test, Post-test

Salatiga , Januari 2017

Guru Bahasa Inggris

....................
NIP. ..................

Sachibul Ulla
NIM : 113 12 109

Mengetahui,
Kepala MTS Tarhiyatul
Himmah

....................
NIP. ....................
RENCANA PELAKSANAAN PEMBELAJARAN II

(RPP)

SMP/MTS : Tarhiyatul Himmah

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2


Kompetensi Dasar : 11.1. Membaca nyaring bermakna teks essay pendek sederhana berbentuk Narrative text dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator : - Membaca nyaring dan bermakna teks essay berbentuk Narrative Text.

- Mengidentifikasi berbagai makna teks dalam Narrative Text.

- Mengidentifikasi tujuan komunikatif Narrative teks.

- Merespon makna dan arti dari Narrative Text secara tepat, lancar dan berterima.

- Merespon arti dan langkah retoris di dalam Narrative Text

- Mengerti dan menemukan kosakata baru.
Jenis Teks : Narrative
Aspek / skill : Membaca
Alokasi Waktu : 2 x 40 menit
Pertemuan : 1-2

A. Tujuan Pembelajaran
Pada Akhir pembelajaran siswa dapat :
5. Siswa mampu mengungkapkan makna dalam teks Narrative dan mampu menggunakan simple past tense dalam kehidupan sehari-hari.
7. Siswa mampu merespon arti dan langkah retoris di dalam teks Narrative.
8. Siswa dapat mengerti dan menemukan kosakata baru.

B. Metode Pembelajaran
Jigsaw Method

C. Media Pembelajaran
Short Story

D. Langkah Pembelajaran
1. Kegiatan Pendahuluan/Motivasi
   a. Greeting (memberi salam dan tegur sapa)
   b. Do’a
   c. Absen

2. Kegiatan Inti
   a. Eksplorasi
      1) Guru memperkenalkan kembali tentang Narrative Text dan Generic Structurnya.
2) Guru menanyakan siswa tentang cerita yang pernah ditemui siswa (Narrative text).

3) Guru memberi contoh cerita.

b. Elaborasi

1) Guru membagi siswa dalam 6 kelompok asal, yang terdiri dari kelompok 1,2,3,4,5 dan 6.

2) Guru membagi kelompok asal menjadi kelompok ahli.


4) Setelah kelompok ahli menyampaikan, siswa yang lain mencatat laporan tersebut dan menuliskan jawaban dari essay yang tertera didalam task.

5) Kelompok yang belum menjelaskan materi mendiskusikan hasil pekerjaan mereka ke group.

6) Kemudian kelompok yang telah selesai dengan pekerjaan mereka tersebut, mempresentasikan hasil mereka kepada anggota kelompok yang lain.
c. **Konfirmasi**

Siswa memberikan refleksi atau komentar tentang hal-hal yang telah dipahami tentang Short story.

3. **Kegiatan Penutup**

   a. Menyimpulkan materi.
   
   b. Menanyakan kesulitan siswa dalam memahami short story dalam membaca Narrative Text.
   
   c. Guru memberikan apresiasi kepada siswa

E. **Materi Pembelajaran**

   **The legend of Lau Kawar Lake**

   It was a beautiful day. Everybody in the Kawar village was happy. The farmers had just had their best harvest. The villagers were planning to hold a party to celebrate the good harvest. On one beautiful day, all the villagers gathered in a field. They wore beautiful dresses and made delicious food. Everybody was having good times! They were singing, laughing and, of course, eating delicious food.

   Did everyone go to the party? Unfortunately, there was one old woman still staying at her house. She was too old and weak to go to the party. Her son, her daughter-in-law, and her grandchildren all went to the party. At home, the old woman felt very sad and lonely. She was very hungry too. She tried to find some food in the kitchen, but she was very disappointed. Her daughter-in-law did not cook that day. At the party, the son asked her wife, “Why don’t you take some food from the party and give it to my mom? Ask our son to deliver it.” Then the little boy brought the food to her grandmother. The old woman was so happy. But her happiness turned into sadness when she saw the food was not in a good condition. It seemed that someone had eaten the food. She just got little rice and fish bones.

   The old woman was very sad. She thought bad things about her son. The old woman did not know that it was her grandson who had eaten the food on the way from the party to the house. She cursed her son. Then, a terrible thing happened. There was a great earthquake! Thunders struck the village. And heavy rains started to fall. All the villagers were so scared. They wanted to save themselves. They tried to find shelters. Slowly, the field turned into a lake. The lake was getting bigger and bigger, and finally the whole village turned into a big lake. People then named the lake Lau Kawar.
NARRATIVE

4. The basic purpose of narrative is to entertain, to amuse, to deal with actual/imaginative experiences in different ways, to gain and hold the readers’ interest. However narratives can also be written to teach or inform, to change attitudes/social opinions, soap operas and television dramas that are used to raise topical issues.

5. There are many types of narrative. They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experiences.

6. Fairy tale is a short narrative composed or written in prose. It focuses on essential and magic becomes a pervasive element. Example: Cinderella, Rapunzel, Snow White and etc.

a. Features of Narrative Text:

1. Focus on specific and usually individualized participants.

2. Using past tenses.


b. Structure of Narrative Text:

In a narrative, the text is focus on a series of actions:
4) Orientation (introduction) : introducing the characters, setting, time and problem of the story. Usually answers **who, when, or where**.

5) Complication or problem : the problems in the story developed.

6) Resolution : the problems in the story is solved.

**F. Sumber Belajar :**
1. Buku Lembar Kerja Siswa kelas VIII Semester 2

**G. Penilaian :**
1. Teknik : Tes Tulis
2. Bentuk instrumen : pertanyaan tertulis
3. Instrumen : Lampiran

**H. Pedoman Penilaian :**

1. The multiple choice scoring was 50%. It was presented below:

The total of multiple choices was 20 numbers.

The total score each number was 1

Total number of multiple choices X 1 = total score

20 X 1 = 20

2. The essay test was 5 numbers. The rubric scoring would presented below:

**Table 3.3 Scoring Essay**

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Complete answer and the sentence format was appropriate</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The answer was not complete and the format was appropriate</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The answer did not quite complete and the sentence format was appropriate</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The answer do not quite complete and the sentence format did not appropriate</td>
<td>3</td>
</tr>
</tbody>
</table>

**Lampiran** : Pre-test, Post-test.

Salatiga, Januari 2017

Guru Bahasa Inggris

Peneliti

------------------------
NIP. ------------------------

Sachibul Ulla
NIM : 113 12 109

Mengetahui,
Kepala MTS Tarhiyatul Himmah

------------------------
NIP. ------------------------
Standar Kompetensi: Membaca
5. Memahami makna dalam esai pendek sederhana berbentuk **recount** dan **narrative** untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Membaca nyaring berbentuk teks fungsiional dan esai pendek sederhana berbentuk <strong>recount</strong> dan <strong>narrative</strong> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</td>
<td>1. Teks Essay berbentuk <strong>narrative</strong> / <strong>recount</strong></td>
<td>1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita popular</td>
<td>Membaca nyaring dan bermakna teks essay berbentuk <strong>narrative</strong> / <strong>recount</strong></td>
<td>Tes lisan</td>
<td>Membaca nyaring</td>
<td>Read the story aloud</td>
<td>4 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
<td>2. Buku cerita bahasa Inggris</td>
</tr>
<tr>
<td>11.2 Merespon makna dalam teks tulis fungsiional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan</td>
<td>2. Ciri kebahasaan Teks Essay berbentuk <strong>narrative</strong> / <strong>recount</strong></td>
<td>2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar</td>
<td>Mengidentifikasi berbagai makna teks <strong>narrative</strong> / <strong>recount</strong></td>
<td>Tes tulis</td>
<td>Pilihan ganda</td>
<td>Choose the right answer based on the text.</td>
<td>3. Gambar - gambar terkait cerita</td>
<td>4. Rekaman cerita</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Tujuan komunikatif teks essay <strong>narrative</strong> / <strong>recount</strong></td>
<td>3. Mendengarkan teks <strong>narrative</strong> / <strong>recount</strong> yang dibacakan guru</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Tape recorder</td>
<td>6. CD</td>
</tr>
<tr>
<td></td>
<td>4. Langkah retorika <strong>narrative</strong> / <strong>recount</strong></td>
<td>4. Membaca nyaring teks <strong>narrative</strong> / <strong>recount</strong> dengan ucapan dan intonasi yang benar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. VCD player</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lingkungan sekitar</td>
<td>dalam teks yang di baca</td>
<td>kebahasan teks叙述/ recount</td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
<td>4 x 40 menit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.3梅瑟森的证明</td>
<td>1. Teks fungsional: - undangan - pengumuman - pesan - iklan</td>
<td>1. Mencermati teks fungsional pendek terkait materi - Mengidentifikasi berbagai informasi dalam teks fungsional 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring</td>
<td>Tes tulis</td>
<td>PG</td>
<td>Choose the best option, a,b,c or d</td>
<td>Buku teks yang relevan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kebahasan teks叙述/ recount</td>
<td>2. Merumuskan teks fungsional pendek terkait materi</td>
<td>Tes tulis</td>
<td>Jawaban singkat</td>
<td>Answer the following questions</td>
<td>Contoh teks fungsional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>-------------------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lingkungan sekitar dalam teks berbentuk recount dan narrative</td>
<td>2. Tujuan komunikatif</td>
<td>teks fungsional terkait materi</td>
<td>• Mengidentifikasi tujuan komunikatif teks fungsional</td>
<td>Tes tulis</td>
<td></td>
<td>sekitar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Ciri kebahasaan</td>
<td>Menjawab pertanyaan tentang informasi yang terdapat dalam teks</td>
<td>• Mengidentifikasi ciri kebahasaan teks fungsional</td>
<td>Jawaban singkat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Menyebutkan ciri-ciri teks fungsional yang dibaca</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>Membaca teks fungsional pendek lainnya dari berbagai sumber</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthiness)
  Rasa hormat dan perhatian (respect)
  Tekun (diligence)
<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>TANGGAL</th>
<th>BULAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afia Anakotul Hanifah</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aryi Miyandri</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Diah Nurul Safiri</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dimas Tiko Iman Nugroho</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fahri Ali</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mohamad Syafri</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mohamad Adib Fiqron Naja</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mohamad Sulhan Amir</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Syarif Hidayat</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Muhammad Very Agostino</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Muhammad Yasin Efendi</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Imam Nawawi</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Naila Umayatul Fitriah</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Nova Alif Septiyani</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Novi Alinda Khasanah</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Novita Shela Sefra</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Oktavia Salsi Astininggih</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Oktaviani Inka Fadhilah</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Ratih Pamungkas</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Rizki Saputra</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Satryo Bagus Fadilah</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Septia Retrainungyas</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Sri Amanah</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Sri Harjoro Meliana</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Sugeng Riyadi</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Sulistyo Arif Widiyanto</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Umi Rofiatun Nirmah</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Usmanus Khasanah</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Wijiyanto</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kepala Madrasah:

Dra. Muh Abdul Kholiq, M.Ag
NIP: 19670824 199203 1 005

Wall Klas:

Muhammad Al Khafidz, S.Pd
<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes/No</th>
<th>Description</th>
<th>Solutions</th>
</tr>
</thead>
</table>
| 1  | Greeting students before the lesson begins | Yes    | 1. The teacher greeting to the students before the class begins using English  
2. The teacher greet to the students by using English language. |           |
| 2  | Praying before the lesson begins | Yes    | The teacher demands to the student to praying before they start the lessons.                   |           |
| 3  | Checking students attendant  | Yes    | The teacher forget the name of the students one by one.  
The teacher should call the name of the student one by one.  
If there is no student's attendance list, the teacher should make it self from the students' list. |           |
<p>| 4  | Explain about narrative text | Yes    | The teacher explain the narrative text well to the students.                                  |           |</p>
<table>
<thead>
<tr>
<th></th>
<th>Asking the students about the material and giving example</th>
<th></th>
<th>The teacher asked the group students about the material</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Teacher divide students on group</td>
<td></td>
<td>The teacher divide student on group 2 and calculated them, gather them according to agree with the calculated number.</td>
</tr>
<tr>
<td>7</td>
<td>Guiding the students activity</td>
<td></td>
<td>The teacher guided the students activity by using jigsaw method.</td>
</tr>
<tr>
<td>8</td>
<td>Giving</td>
<td></td>
<td>The teacher</td>
</tr>
<tr>
<td>No</td>
<td>Students’ activities</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>----</td>
<td>----------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>1</td>
<td>Analyzing about narrative text</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Observational Checklist for Students Cycle 1

Observer: 

1 Giving feedback after the lesson and explain more about the material.

The teacher forgot to give the student motivation after the lesson.

In the next meeting, the teacher should give students motivation. Therefore, it can encourage the student to improve their enthusiasm in learning the process.
|   | Asking question about the materials |   | The student was confused about the materials.  
The teacher should provide the student to answer some questions. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Read the materials</td>
<td>✓</td>
<td>The students read their groups.</td>
</tr>
<tr>
<td>4</td>
<td>Working on group</td>
<td>✓</td>
<td>The student divided into some group and applied the method.</td>
</tr>
</tbody>
</table>
| 5 | Do the task individually           | ✓ | The students did the task individually, but still wanted to know more.  


<table>
<thead>
<tr>
<th></th>
<th>Do the task well</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>✓</td>
<td>The student did the task and tried to understand about the content.</td>
</tr>
</tbody>
</table>
### Observation Checklist for Teacher Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
<td>The teacher greeting to the student before the class began using English. The teacher greet to the students by using English language.</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
<td>The teacher called to the students to praying before they start the lesson.</td>
</tr>
<tr>
<td>3</td>
<td>Checking students attendant list</td>
<td>✓</td>
<td></td>
<td>The teacher called the name of students one by one.</td>
</tr>
<tr>
<td>4</td>
<td>Explain about narrative text</td>
<td>✓</td>
<td></td>
<td>The teacher explain the material well to the students with different theme.</td>
</tr>
<tr>
<td>5</td>
<td>Asking the students about the material and giving example</td>
<td>✓</td>
<td></td>
<td>The teacher asked some student about material.</td>
</tr>
<tr>
<td>6</td>
<td>The teacher divided students on group</td>
<td>✓</td>
<td></td>
<td>The teacher divided students on group and calculated the number of students to give the correct number.</td>
</tr>
<tr>
<td>7</td>
<td>Guiding the students on group</td>
<td>✓</td>
<td></td>
<td>The teacher guided the students activity by using Jigsaw method &amp; remind the students to write down the number of origin group.</td>
</tr>
<tr>
<td>8</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td></td>
<td>The teacher gave feedback after the lesson &amp; explain more about the material.</td>
</tr>
<tr>
<td>No</td>
<td>The students activities</td>
<td>Yes/No</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------</td>
<td>--------</td>
<td>----</td>
<td>-------------</td>
</tr>
<tr>
<td>1.</td>
<td>Analyzing about the narrative text</td>
<td>✓</td>
<td></td>
<td>The students analyzed about the material from the teacher with different theme.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question about the materials</td>
<td>✓</td>
<td></td>
<td>Some students still confused about material, they did not know.</td>
</tr>
<tr>
<td>3.</td>
<td>Read the materials</td>
<td>✓</td>
<td></td>
<td>The students read the materials in their group.</td>
</tr>
<tr>
<td>4.</td>
<td>Working on group</td>
<td>✓</td>
<td></td>
<td>The students divided into some group &amp; applied the Jigsaw method &amp; the students write down the member of origins group.</td>
</tr>
<tr>
<td>5.</td>
<td>Do the task individually</td>
<td>✓</td>
<td></td>
<td>The students did the task individually but still work in their group.</td>
</tr>
<tr>
<td>6.</td>
<td>Do the task well</td>
<td>✓</td>
<td></td>
<td>The students did the task and try to understand about the content.</td>
</tr>
</tbody>
</table>
Nomor: B-003 /In.21/D1/PN.03.00/01/2017

Hal: Permohonan Izin Penelitian Skripsi

Kepada

Yth. Kepala MTs Tarqiatul Himmah Kauman Lor

di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: SACHIBUL ULLA
NIM: 113-12-109
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi:
THE USE OF JIGSAW METHOD TO IMPROVE THE STUDENTS READING COMPREHENSION OF NARRATIVE TEXT

Dengan Pembimbing: Setia Rini, S.Pd, M.Pd

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 09 Januari 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 04 Januari 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

/Suwardi, M.Pd.
NIP. 19670121199903 1002

Tembusan: 1. Mahasiswa yang bersangkutan
Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Tarqiyatul Himmah Pabelan
Kab. Semarang Menerangkan bahwa :

Nama : Sachibul Ulla
NIM : 113 – 12 – 109
Fakultas : Tarbiyah IAIN SALATIGA
Program Studi : Pendidikan Bahasa Inggris

Benar-benar telah melaksanakan penelitian Madrasah Tsanawiyah Tarqiyatul Himmah Kauman
Lor Kec. Pabelan Kab. Semarang untuk penulisan Skripsi pada tanggal 09 Januari sampai dengan
09 Februari 2017

Demikian surat keterangan ini dibuat untuk dapat di gunakan sebagaimana mestinya.

Pabelan, 09 Februari 2017
Kepala Madrasah

Drs. Men. Abdul Kholid M.Ag.
NIP. 19670824 199203 1 005
Nomor : B- 003 /ln.21/D1/PN.03.00/01/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala MTs Tarqiatul Ilmimah Kauman Lor
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : SACHIBUL ULLA
NIM : 113-12-109
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi:
THE USE OF JIGSAW METHOD TO IMPROVE THE STUDENTS READING COMPREHENSION OF NARRATIVE TEXT

Dengan Pembimbing : Setia Rini, S.Pd, M. Pd
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 09 Januari 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 04 Januari 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

(Suwardi, M.Pd.)
NIP. 19670121 199903 1002

Tembusan : l. Mahasiswa yang bersangkutan
<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20/10/16</td>
<td>Note &amp; Judul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>24/10/16</td>
<td>Jurnal</td>
<td>ace Jurnal</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>29/10/16</td>
<td>Proposal</td>
<td>Revisi Proposal</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>31/10/16</td>
<td>Proposal</td>
<td>Revisi Research Problem</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3/11/16</td>
<td>Proposal</td>
<td>Revisi Theoretical</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>23/11/16</td>
<td>Proposal &amp; Lesson Plan</td>
<td>Revisi Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1/12/16</td>
<td>Proposal &amp; Instrument Penalitran</td>
<td>Revisi Instrument Penelitian</td>
<td></td>
</tr>
</tbody>
</table>

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

Setiya Rini M.Pd.
# Lembar Konsultasi Skripsi

<table>
<thead>
<tr>
<th>NO</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>28/12/16</td>
<td>Proposal</td>
<td>- ace</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- go to school</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>21/12/16</td>
<td>Chapter 1, 2, 3</td>
<td>Revisi Bab 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>6/3/17</td>
<td>1, 2, 3, 4, 5</td>
<td>- Background of the Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Give summary after the theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The reason Conduct 2-Cycle</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>13/3/17</td>
<td>All</td>
<td>- Conclusion</td>
<td></td>
</tr>
</tbody>
</table>

Catatan:

Setiap Konsultasi Lembar Ini Harus Dibawa

Dosen Pembing | Seli Rini, M.T.
<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA KEGIATAN</th>
<th>PELAKSANAAN</th>
<th>STATUS</th>
<th>SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OPAK STAIN Salatiga 2012 oleh STAIN Salatiga</td>
<td>05-07 September 2012</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>OPAK Jurusan Tarbiyah STAIN Salatiga oleh HMJ Tarbiyah STAIN Salatiga</td>
<td>09 september 2012</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Orientasi Dsara Keislaman (ODK) di STAIN</td>
<td>10 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Seminar Entrepreneurship dan perkoprasian 2012 oleh MAPALA MITAPASA dan KSEI STAIN Salatiga</td>
<td>11 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Achievement Motivation Training oleh JGH dan LDK</td>
<td>12 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Library User Education oleh UPT Perpustakaan STAIN Salatiga</td>
<td>13 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Seminar Nasional bertema “HIV/AIDS bukan kutukan dari Tuhan” oleh DEMA STAIN Salatiga</td>
<td>13 Maret 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Seminar Nasional bertema “Ahlusunnah wai jamaah dalam perspektif Islam Indonesia” oleh DEMA STAIN Salatiga</td>
<td>26 Maret 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Seminar Pendidikan HMJ Tarbiyah STAIN Salatiga bertema “Menimbang mutu dan kualitas pendidikan di Indonesia”</td>
<td>2 Mei 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Seminar Nasional bertema “Norma Hukum serta kebijakan pemerintah dalam mengendalikan Harga BBM Bersubsid” oleh DEMA STAIN Salatiga</td>
<td>27 Mei 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Seminar Nasional bertema “pemasyarakatan pemahaman koperasi melalui gerakan kewirausahaan nasional” oleh</td>
<td>25 Maret 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>Kegiatan</td>
<td>Tanggal</td>
<td>Keterangan</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------</td>
<td>---------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Tafsir Tematik bertema “Konsep pemimpin ideal menurut Alqur’an” oleh JHQ AL FURQON STAIN Salatiga</td>
<td>17 Mei 2014</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Seminar Nasional “Berkontribusi untuk Negri melalui Televisi/TV”</td>
<td>5 November 2014</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Diklat Microteaching oleh HMPS STAIN Salatiga</td>
<td>8 November 2014</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Pendidikan dasar Perkopsian (PDP) bertema “Membangun jiwa entrepreneurhip dengan berkopsi” oleh KPMA FATWA STAIN Salatiga</td>
<td>28 November 2014</td>
<td>Panitia</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Workshop Nasional bertema “Sukses akademik, sukses bakat dan hidup bermartabat dengan Karya” oleh HMPS PAI dengan Talents Center Indonesia di STAIN Salatiga</td>
<td>16 Desember 2014</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>TRAINING KEPribadian di IAIN Salatiga</td>
<td>19 Mei 2015</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Two-hour Teacher Training Workshop focusing on Learning strategies in using authentic materials for SMP and SMA Students by IALF BALI</td>
<td>27 Mei 2015</td>
<td>Participant</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Pelatihan Lanjutan Perkopsian bertema “Membentuk mental entrepreneurhip dengan jatidiri koperasi” oleh KPMA FATWA IAIN Salatiga</td>
<td>05-07 Juni 2015</td>
<td>Panitia</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Seminar Nasional bertema “understanding the world by understanding the language and the culture” by CEC IAIN Salatiga</td>
<td>4 Juni 2015</td>
<td>Participant</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Seminar Nasional bahasa Arab ITTAQO bertema “Aktualisasi bahasa Arab untuk membentuk karakter bangsa yang bermartabat”</td>
<td>10 Juni 2015</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Ngabuburit dan dialog lintas agama salatiga bhineka tunggal ika oleh SMC IAIN</td>
<td>30 Juni 2015</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Event Description</td>
<td>Date</td>
<td>Type</td>
<td>Code</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>23</td>
<td>Seminar Nasional bertema “Epistemologi Tafsir kontemporer; integrasi hermeneutika dalam metode penafsiran Al-Quran</td>
<td>30 September 2015</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>24</td>
<td>Training of Trainer bertema “Menahami keprilakan kepemimpinan yang berkualitas serta fungsi dan peran dalam koperasi dan organisasi” oleh KOPMA FATAWA IAIN Salatiga</td>
<td>11 Oktober 2015</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>Seminar Nasional bertema “Peningkatan profesionalisme guru sebagai dalam penbelajaran diri globalisasi” oleh DEMA FTK IAIN Salatiga</td>
<td>23 November 2015</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>26</td>
<td>National Seminar “English entrepreneurship : do you dare to be the next muslim business owner?” by HMJ TBI IAIN Salatiga</td>
<td>27 November 2015</td>
<td>Participant</td>
<td>8</td>
</tr>
<tr>
<td>27</td>
<td>Seminar Nasional bertema “Geliat masyarakat urban” oleh LPM Dinsanika IAIN Salatiga</td>
<td>25 Maret 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>28</td>
<td>Seminar Nasional “Pemasyarakatan kewirausahaan” oleh Kementrian koceasti: dan usaha kecil dan menengah RI</td>
<td>26 April 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>29</td>
<td>Seminar Nasional “Meperkuat peran pemuda dalam meningkatkan ekonomi nasional melalui kewirausahaan” oleh KOPMA FATAWA IAIN Salatiga</td>
<td>26 April 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>30</td>
<td>Seminar Nasional “Penguatan wawasan kebangsaan dan nasionalisme” oleh DEMA IAIN Salatiga</td>
<td>28 April 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>31</td>
<td>Seminar Nasional “LGBT dalam perspektif psikologi dan kesehatan” oleh Biro Tazkya IAIN Salatiga</td>
<td>26 Mei 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>32</td>
<td>National Seminar “The use of English as a medium Islamic preaching” by CEÇ IAIN Salatiga</td>
<td>28 Mei 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>Acara/Event</td>
<td>Tanggal</td>
<td>Peserta</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------</td>
<td>-------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Workshop Nasional “Peran pasar modal syariah bagi mahasiswa ekonomi untuk menerima Indonesia sejahtera” oleh DEMA FEBI IAIN Salatiga</td>
<td>19 Oktober 2016</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Total: 179

Salatiga, 12 Januari 2017

Wakil Dekan
Bidang Kemahasiswaan dan Kerjasama

[Signature]

NIP 19760510 199803 1 003
Documentation in
Cycle I
The students did pre-test

The writer applied the jigsaw method in cycle I
The writer gave post-test to the students

Documentation in

Cycle II

The students did pre-test in cycle II
The writer applied the jigsaw method in cycle II

The students did post-test in cycle II