

**THE EFFECTIVENESS OF JIGSAW TECHNIQUE
ON STUDENTS' READING COMPREHENSION AT 8TH
GRADE OF MTS MAARIF NU 1 AJIBARANG BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
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Sarjana Pendidikan (S.Pd.) Degree**

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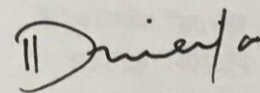
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ABSTRACT

The Effectiveness of Jigsaw Technique on Students' Reading Comprehension at 8TH Grade of MTs Maarif NU 1 Ajibarang Banyumas

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The jigsaw technique works well for text learning, which is the main goal of this study on students' reading comprehension. This study aimed to test the effectiveness of the jigsaw technique on the reading comprehension of students at MTs Maarif NU 1 Ajibarang. This study used a quantitative method, while the type of research is used a quasi-experimental type of research. The sample of this study was class VIIIA as the experimental class and VIIIB as the control class, each class containing 26 students, with the sampling carried out using spin wheels. The research instrument used pre-test and post-test with the results of the study showing that the average pre-test score of the experimental class was 52.9 and the average post-test score was 69.6. while the average pre-test score of the experimental group was 58.3 and the average post-test score was 64.4. The results of the hypothesis test obtained a significance value of $0.032 < 0.05$ which means that ***H₀*** was rejected and ***H_a*** was accepted. Thus it can be said that the Jigsaw technique is effective in increasing the reading comprehension at 8TH Grade of MTs Maarif NU 1 Ajibarang Banyumas.

Keywords: jigsaw technique, reading comprehension, quasi-experimental

Motto

“Take it one step at a time and you won't believe you've come this far in reaching your dreams.”



Dedication

I dedicate this thesis to:

My precious parents, Dwi Suprayogi and Ely Nurhayatun

My Grandmother, Chomsirah

My dearest sister, brother and families

My cherished friends



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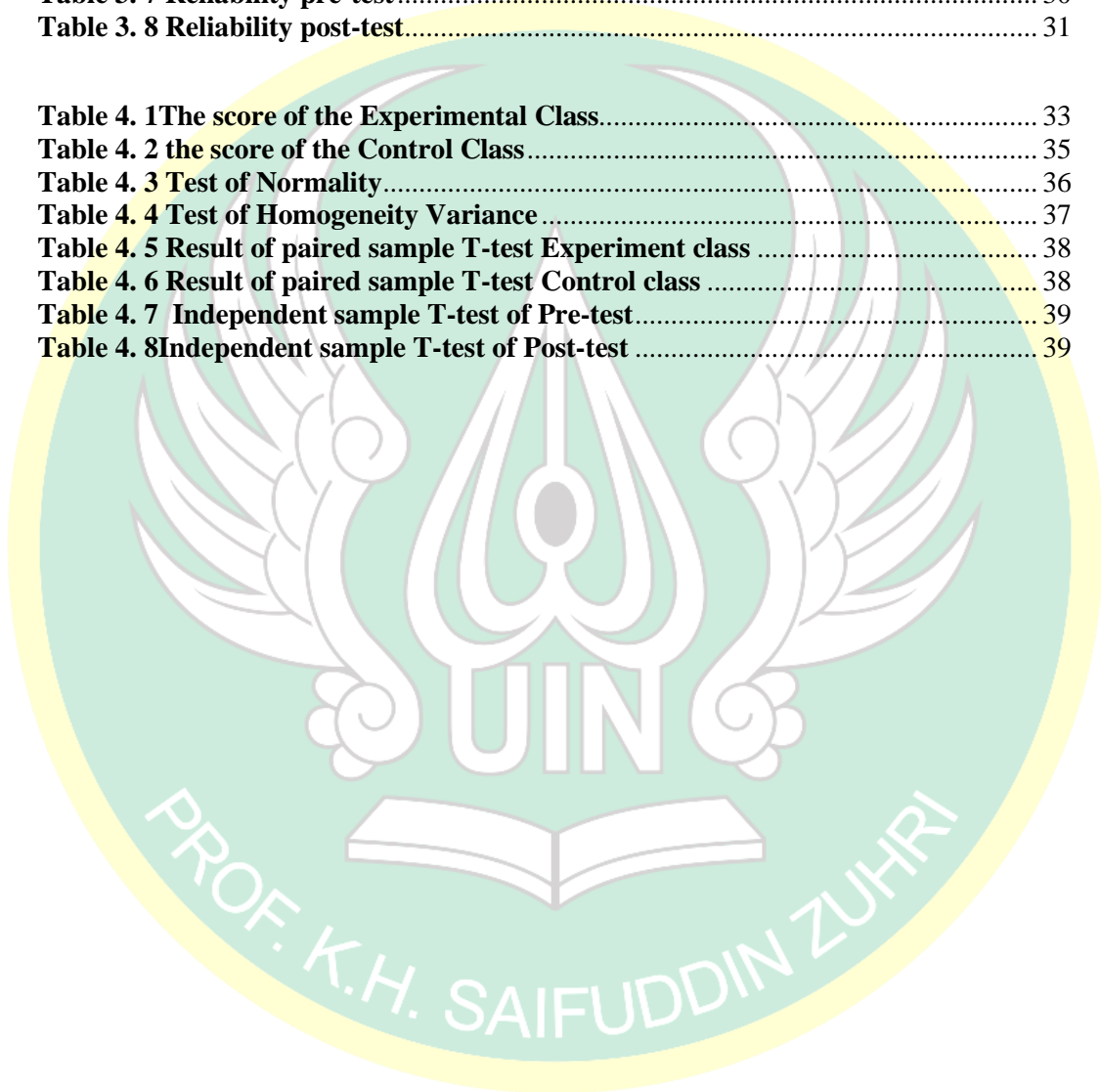
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CHAPTER I

INTRODUCTION

This chapter shown the introduction that covers background of the study, the operational definition, the research question, the objective of the study, and the significances of the study.

A. Background of the Research

Reading comprehension of text is a cognitive process that requires a great deal of effort to better understand how to help students build this skill. Reading comprehension is hoped that the best understanding of the contents of what is read can be obtained (Tahmidaten & Krismanto, 2020). For students, reading comprehension is crucial because it allows them to comprehend information from English-language materials. Reading comprehension is a skill that can be developed by reading more and more and using questions to determine what is actually written in a text. What a person who understands a concept understands is called understanding. For this opinion, a reader should establish the text in addition to knowing the written symbol and its meaning (Nurwanti et al., 2019). Developing and nurturing a child's capacity for reading comprehension is crucial for academic success, both at home and at school. The majority of students who struggle in school have reading comprehension issues (R. Pua, 2021).

According to the 2018 PISA results, the reading competence of students in OECD (Organization for Economic Cooperation and Development) countries at the age of 15 is still low. On average, only 9% of students are able to differentiate factual information in a text and opinion in a text. This condition causes the PISA measurement of the literacy abilities of Indonesian people to receive a low score compared to other countries (Amir et al., 2023). Indonesia according to PISA internationally In 2022, Indonesia's reading literacy score in PISA will reach 359 points. This score is 12 points lower compared to 2018 where Indonesia got a score of 371. The low quality of reading in Indonesia can cause the quality of education to be relatively low. One of the factors that

cause low awareness of interest in reading in Indonesia is a reading culture that has not been acquired since childhood, habituation patterns to love reading, be it physical reading of books, e-books, internet articles, journals, magazines, newspapers and other reading sources are not something that can be exciting. Moreover, the condition of the Covid-19 pandemic has worsened the state of education in Indonesia. In fact, it is said that many children have experienced a decline in their ability to read fluently since the implementation of the online school system due to the Covid-19 pandemic (Chandra et al., 2021). It is also because many teachers use a monotonous or boring online learning system that makes students not interested.

As in the case with the preliminary observations that have been made at MTs Maarif NU 1 Ajibarang there are several obstacles experienced by students in reading activities. Many students have a low interest in reading, it makes difficult for students to understand the meaning of the text. students think they have to know all the meaning of the text in order to know the content of the text. Besides that most students are not interested in learning English, especially in reading ability due to monotonous learning techniques.

To solve these problems the teacher must have a new model that are effective in teaching and learning activities. The learning model used by the teacher must be able to actively involve students, both active and motor thinking. One of the learning models that can involve students actively is the cooperative learning model. which is a small group/team or known as group study. This learning depends on the sharing of information between students who are collaborating in an environment where each one is held accountable for their own learning and fosters students' feelings that they are integrated in the group, goal achievement occurs if all group members achieve the goal. In the cooperative model, students also have to work together to achieve goals. Each student is given a task or role that is mutually supportive and interconnected, complementary, and intertwined with other students in their group. The principles of cooperative learning are communication, interaction,

individual accountability, and most importantly cooperation. the principles of cooperative learning are communication, interaction, individual accountability, and above all cooperation (Ismail & Al Allaq, 2019).

Teachers can use various cooperative learning models, such as the jigsaw technique. students work in more focused, smaller groups, the Jigsaw cooperative learning helps students build their problem-solving skills. These findings are crucial for the advancement of education because they can support teachers in using a certain sort of student-centered learning (Subiyantari et al., 2019).

According to researched by (Nasution et al., 2020) the title is “The Influence of Jigsaw Cooperative Model toward Writing Exposition Text Ability of Class X At SMK Negeri 1 Pematang Siantar” Using the Jigsaw Cooperative Model helps students become more proficient writers of exposition texts. The result of the use of Jigsaw technique made class condition are not boring and students are more enthusiastic in learning process. Other previous studies is from (Al-Yaseen, 2020) the title is “Impact of Jigsaw Cooperative Learning Technique on Enhancing Kuwait English Language Student-teachers’ Speaking Skills” the finding showed in their increased speaking abilities. The participants were able to speak fluently and accurately with correct use of vocabulary, and correct pronunciation using jigsaw technique.

Based on review above, several studies have effective in implementing jigsaw technique in several skills such as: writing skill and speaking skill. So the research that will be conducted this time will refer to students' reading comprehension. To find out the effectiveness of the jigsaw technique in reading comprehension, it needs experiment research. Therefore, this research entitled: “The Effect of Jigsaw Technique on students’ reading comprehension at 8th Grade of MTs Maarif NU 1 Ajibarang Banyumas”.

B. Operational Definition

In the context of this study, here are important point that direct the effectiveness of the study, it is:

1. Reading Comprehension

Reading comprehension is an understanding of what you read. Reading comprehension is an interaction between text and the reader which is shaped by the prior knowledge that the readers have, experiences, attitudes, and the language community in which the readers are socio-culturally situated. The reader, the text, and the deliberate act of reading must all be present for reading comprehension to occur. According to Snow, these components interact within a larger social environment. Along with constant practice, progress, and refining, the process also calls for critical thinking and innovation. (Kaganang, 2019)

Reading comprehension is crucial not just for understanding text, but for learning more generally and, thus, education more broadly. Reading comprehension also an invaluable source of word knowledge It is also requisite for social activities because of email, texting and the numerous web applications that people use on an everyday basis. Good reading comprehension depends on knowledge of the meanings of the words in the text because it is an activity to build an understanding of the meaning of a text which can then be translated by you and through your own language (Kilpatrick et al., 2019).

2. Jigsaw Technique

Jigsaw learning is a cooperative learning that enables students to exchange knowledge and develop a comprehensive understanding as a group. Students take an active role in their education by working in groups and expert particular aspects of a subject (Khairunnisa Dwinalida & sholeh setiaji, 2020). Features of the Jigsaw technique make it suitable for enhancing two essential and related teaching goals that contribute to reading comprehension: developing students' metacognitive awareness,

and learning the content while teaching it to peers in the small group (Nayibe Rosado Mendinueta, 2017).

C. Research Question

Is the jigsaw technique effective on students' reading comprehension at 8th grade of MTs Maarif NU 1 Ajibarang Banyumas?

D. Objective of the Research

Based on the research question, the objective of the research is: to find out whether or not the jigsaw technique is effective on student reading comprehension at 8th grade of MTs Maarif NU 1 Ajibarang Banyumas.

E. Subjective of the research

a. Theoretical Significance

This research is expected to explain the effectiveness of applying the jigsaw technique to students' reading comprehension and can be used as a reference in learning English.

b. Practical Significance

1) To Teacher

- a.) The teacher can apply Jigsaw technique in teaching reading comprehension
- b.) Teachers can make learning more interesting by using this technique

2) To Future Research

- a.) The future research can be inspired by this topic by increasing the techniques.
- b.) The future research can use this to provide important information about the jigsaw technique.

CHAPTER II

Literature Review

This chapter presents the literature review that includes the theoretical framework, the review of previous studies, and the hypothesis.

A. Theoretical Framework

1. Reading

Reading plays an important role in the teaching and learning process. This is one of the four skills that we must master when we learn English. Reading is one of the important skills in language teaching in L1 and L2 contexts, reading is essential for basic language understanding and simultaneously serves as the main input to accommodate various goals for advanced learners. Whether a reading text is employed to show specific language qualities or to reconsider the essence of the implied message (Grabe, 2011).

Reading involves the interaction of the reader's abilities and cognitive functions with the linguistic features of a text. The reader must combine textual information with prior knowledge to create a image of the text's meaning (Smith et al., 2021). Reading is a process that looks for different information in written works. This indicates that reading involves using your mind to process the information in the text you are reading. so, Reading is a complex relationship between the text and the reader that is shaped by the knowledge that the readers have (Kaganang, 2019).

Reading is an action carried out by the person who reads to obtain information. As long as our mental and physical faculties are functioning properly, the ability to translate and understand available information is essential. Reading has benefits because it allows us to expand our knowledge and to obtain information both implicit and explicit. Therefore, reading is an important activity for those who want to improve their knowledge. Reading is one way to become better and

more effective. It involves active participation, and all our emotions, desires and interests must be involved in the reading process, so that reading becomes a pleasant experience. How we can increase our reading skills so that we can understand more texts (Juwita, 2017).

the type of reading into two types, namely intensive reading and extensive reading.

a. Intensive Reading

Intensive reading is a reading that involves a careful and thorough examination of a text. it is closely examines vocabulary words, sentences, and structures while reading a specific material in great detail and comprehending every point that might be questioned after the reading activity (Mualim & Aziez, 2020). The goal of intensive reading is to understand the text deeply and extract as much information as possible. When studying textbooks, scholarly papers, or other complicated written material in an academic setting, intensive reading is frequently used. It is a valuable skill for learners, and anyone seeking a deep understanding of a particular subject or text.

b. Extensive Reading

The main goals of extensive reading are to increase reading fluency, improve general comprehension, and foster a love for reading. In order to increase reading speed and fluency in a second or foreign language, extensive reading is a strategy that involves a learner reading a lot of information for enjoyment as opposed to closely examining each word in the book (Mualim & Aziez, 2020). This emphasis is on quantity and enjoyment. In language learning programs, extensive reading is generally used to improve language skills, especially in foreign language education. It is thought to improve vocabulary, reading speed, and comprehension through exposure to a variety of content. Overall, these methods are intended to make reading a fun and rewarding activity

2. Reading Comprehension

Reading comprehension is the ability to understand the content of a text. Through reading comprehension, you can slowly understand the contents of the text well according to your understanding. This involves more than just recognizing words and sentences; Reading comprehension includes interpreting, analyzing, and relating information to build overall understanding. Reading comprehension is essential for success in school and in life. It's the foundation for learning in all other subjects.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The other critical component of reading comprehension is language comprehension, depends on background knowledge, vocabulary, the ability. The language comprehension can distinguish between formal and complex sentence patterns, and the recognition of the structures that hold a text together. Additionally, language comprehension is facilitated by a metacognitive skills, such as keeping track of whether a text is making sense or not, and taking action in response to those situations(Nazarov & Ismatulleva, 2022).

Effective reading comprehension means higher-level cognitive functions such as critical thinking, analysis, and synthesis, in addition to simply decoding words. Reading comprehension is defined as the ability to make meaning from written texts; it requires a combination of skills and processes that allow a person to extract information, understand the meaning, and integrate that information with what they already know.

Developing strong reading comprehension have various benefits. In the school, students who have strong comprehension skills have the ability to better understand and engage with textbooks, articles, and other academic materials related to a variety of subjects. students must actively engage in the text to understand it well and increase their

critical thinking skills. Reading comprehension can increase problem solving abilities, because reading challenges individuals to solve problems presented in texts.

Reading comprehension is one of the important skills in education that affects students' ability to understand and interpret texts effectively. Reading ability is not only related to reading speed, but also to the strategies used by students to understand the information presented in the text (Nugroho & Sari, 2022). The study emphasized that in-depth reading comprehension requires good analytical skills, which can be developed through regular practice and effective learning techniques. This study provides valuable insights into the factors that influence reading comprehension and provides recommendations for learning approaches that can improve students' reading skills.

3. Teaching Reading

Learning English is usually challenging for students. Especially for the reading section. Teaching reading is not as simple as people think. They should have more experience and broaden their understanding. teachers must prepare and master the material that will be taught to their students, before entering learning the teacher must give brainstorming. A brainstorming session is designed to swiftly generate fresh suggestions and solutions. It is a very effective approach to generate original thoughts. Participants are urged to let their creative juices flow, building upon and refining earlier suggestions. Teacher usually gives strategies that can help students read more quickly and effectively:

- a. Previewing: scanning titles, section headings, and photo captions to gain a sense of a reading selection's structure and content
- b. Predicting: using subject-specific knowledge to make predictions about vocabulary and content and assess comprehension; using text-type and purpose knowledge to make predictions about discourse structure; and using author knowledge to make

predictions about writing, vocabulary, and content.

- c. Skimming and scanning: quickly skimming the material to determine its primary idea, identifying its structure, and confirming or challenging predictions.
- d. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown word, instead of stopping to look them up.

Teaching reading is a fundamental and invaluable educational endeavor with far-reaching benefits, encompassing cognitive, linguistic, academic, and personal aspects of development. Teachers are able to utilize learning strategies related to reading learning effectively, the learning process can run more efficiently so that both teachers and students can achieve learning objectives related to reading comprehension well (Windhariyati & Dwi, 2018). Teachers must rise above contemporary teaching approaches to ensure their students perform very well along with effective and creative teaching techniques. For example, they can use educational aids and learning techniques to move classes content into the brains of their students. In addition, they can try to build the perfect relationship between class and real-life content to ensure students understand all the information presented in class. Creative thinking is the only way to tap into the potential of all the students in the class (Furkatovna, 2022).

Apart from using educational aids and learning techniques, teachers must have authentic reading material for teaching reading. It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials connect the students to the social world and enable them to put their theoretical knowledge into practice, they open a way for positive transfer in learning. So authentic materials can increase the quality of foreign language teaching in teaching reading.

4. Jigsaw Technique

a. Definition of Jigsaw Technique

A popular learning technique called "jigsaw learning" is similar to the "group-to-group exchange" strategy, but with one key distinction: each learner both receives and imparts knowledge. This technique is appropriate for use while instructing text. The Jigsaw technique can be used to implement student-centered learning in the classroom. The Jigsaw technique's benefits for teaching reading were also taken into account by the teacher. Students not only acquire knowledge but also impart it to their friends, therefore they ought to be experts in the subject matter they instruct (Addinna, 2022).

Jigsaw techniques are a good technique to be implemented, because it create an engaging environment for learning English. every student have an important role in completing assignments and understanding learning. Being in a group with different backgrounds such as ethnicity, race, gender and abilities forces them to accept and collaborate each other with their respective strengths and weaknesses. it encourage students to collaborate and exchange ideas. and having an expert student in each group can facilitate this process (Bakara and Pasaribu, 2022).

Subjects that have a lot of material to cover or complex topics that can be divided into subtopics often use the Jigsaw technique. This is a great technique to encourage active engagement, peer teaching, and a positive learning environment. This technique not only improves students' understanding of the lesson, but also helps them learn social and communication skills. The primary goal of the jigsaw technique is to encourage active participation, teamwork, and a sense of interdependence among students. It increase comprehension and retention, gives slow learners opportunities to teach students how to become teachers, and teaches students who perform well, which indirectly increases their confidence.

Jigsaw technique is an effective learning that outperforms conventional learning. This not only increase students' understanding of the lesson, but also builds their skills for collaborating and interacting with others, which is important for their personal and professional development.

b. Advantages of Jigsaw Technique

The jigsaw technique of teaching is effective because it engages students in active participation in the learning process, which helps students develop their interpersonal and interactive abilities. This technique can be used in conjunction with other teaching technique, is simple to learn, and is enjoyable for teachers to utilize. It can also be effective even if used for only one hour each day (Arissaputra, 2019). Jigsaw in the classroom offers various advantages, such as;

1) Learning Becomes More Active

Using the jigsaw technique, students are given the opportunity to be an active part in the learning process. They are directly involved as tutors and listeners alternately. This helps them internalize the material in a deeper way.

2) Support for Students of Various Abilities

In the Jigsaw technique, each student has an important role. This can help students who may lack confidence in their abilities, because all students are ensured to be actively involved in the learning process. Apart from that, the jigsaw technique can encourage students to listen to each other, support each other and rely on each other in understanding reading material.

3) Increased Collaboration and Interaction

This technique encourages students to work together in teams. They not only learn material, they also have to complete all the assignments by working together. So, they also learn how to collaborate and communicate with peers. by

collaborating students can develop their social skills such as respecting other opinions.

4) Increase learning motivation.

Students will be motivated to learn if they take part in activities that involve personal responsibility and interaction between students. This makes them feel more involved in the learning process and feel like they have a responsibility to help their group succeed. Using the jigsaw technique can arouse and grow students' enthusiasm through group activities. By discussing with peers it will arouse curiosity and then questions arise that will make students understand more about the material. Beside that, seeing friends actively explaining can also create a feeling to do the same thing.

c. Disadvantages of Jigsaw Technique

The jigsaw technique may run into some difficulties. A dominant student is a typical issue. Each jigsaw group has a designated leader in order to lessen this issue. Students realize that the group is more effective if each student is allowed to present his or her own material before questions and comments are made (Arissaputra, 2019) others the disadvantages such as;

1) Different Perspective

Mostly seen in each student has a different perspective on learning reading skills in one way or another. Boredom, competitiveness and the inability to work in groups can distract students from applying jigsaw techniques. Additionally, if students find that the jigsaw technique is something new to them, it may take a long time to get used to the jigsaw technique and a feeling of boredom may arise (Mansur, 2019).

2) Coordination Difficulty

Using this Jigsaw technique requires extra preparation and coordination on the part of the teacher. If the teacher lacks

preparation then there be misunderstandings between students. This can be a particular challenge for teachers who have no experience with this technique.

3) Requires Longer Time

The teaching process using this technique may take longer than other teaching techniques. This is because each student has a different understanding of the material. So students need time to understand and teach the part of the material they are responsible for.

4) Possible Conflict

Interpersonal conflict can occur if it is not managed well because this learning technique requires close collaboration between group members. Study group conflicts are possible, as are collaborative efforts involving people with different backgrounds, opinions, and ways of communicating. It is important for educators to identify sources that may cause conflict and take proactive action to address them.

d. How to Apply Jigsaw Technique

1) Introduction

Before dividing students into several groups, the teacher must carry out preliminary learning. The teacher can provide motivation to students, explain the basic content of the topic, and explain the learning objectives.

2) Materials

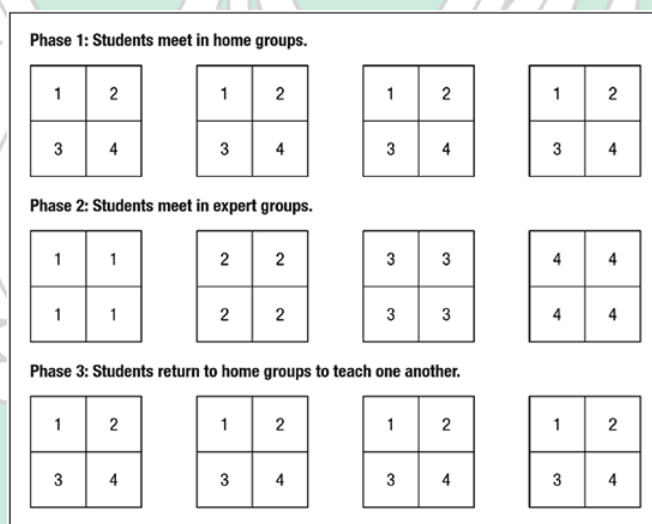
The jigsaw technique cooperative learning material is divided into several learning sections depending on the number of members in each group and the number of concepts that students want to achieve and learn.

3) Divide Students into Expert and Home Groups

The home group is the initial group of students consisting of a number of expert group members who are formed by taking

into account circumstances and background. Teachers must be skilled and know the students' backgrounds in order to create a good atmosphere for each group. Meanwhile, the expert group is a group of students consisting of members of another group (home group) who are assigned to study a certain topic in depth and then explain it to members of the home group. after students understand each section, each expert in the group becomes a speaker in a sub-unit of a topic. During this process, relevant questions and answers or discussions allow the interpreter and expert to think together about how to solve the problem (task) given.

Figure 2. 1 group movement process in the Jigsaw technique



According to the picture above, home group reads and discusses each sub-topic and determines the expert members who will join the expert group. After being determined, members from each group gather and integrate all the sub-topics that have been announced according to the number of groups. After that, the expert students returned to their respective groups to explain the topics they discussed.

e. Teaching Reading Through Jigsaw

The jigsaw technique is a way of teaching that's good for building

up students' reading skills because it makes it easier for students to take responsibility for their own learning as well as for their friends. They need to not only learn the materials but also be ready to give and teach each other, which means they need to depend on each other to understand the material and complete their tasks. In other words, the Jigsaw technique is useful to help students build up their reading skill (Nurwanti et al., 2019). Theoretically, Jigsaw Technique can be used as an effective educational technique in inclusive classes that increase students' social and academic abilities. Jigsaw Technique helps students understand reading material and improve their social skills. Jigsaw Technique is included in the cooperative learning category, where students are divided into groups to study the material (Hilda, 2017).

Teaching reading through the jigsaw technique can be an effective and engaging way to promote comprehension and collaboration among students. The Jigsaw technique makes reading and learning activities more effective and varied. In jigsaw technique students who are more motivated to learn will understand the lesson more easily (Ahmada, 2019).

Jigsaw technique cooperative learning is a type of cooperative learning that consists of several members in a group who are responsible for mastering some of the learning material. In learning materials that are divided into several parts, this is very suitable for teaching reading because students focus their reading on the parts that must be mastered, so that students can easily understand them. Apart from that, students learn to work together as a team, because each student has an important role in the group. then students will meet with other groups to discuss the topic and return to their groups. It also helps encourage positive interdependence and individual affiliation among students by contributing effectively (Hilda, 2017).

B. Review of Previous Study

Some studies related to the implementation of jigsaw technique on reading comprehension proved that jigsaw can be used to find out the effect of jigsaw technique on reading comprehension. Among which, there are three studies to consider as a basic consideration in holding a research. The first researched from (Nasution et al., 2020) the title “The Influence of Jigsaw Cooperative Model toward Writing Exposition Text Ability of Class X At SMK Negeri 1 Pematang Siantar” there are similarities in the form of learning techniques, namely the jigsaw technique, but there are several aspects started from writing skills chosen, research population at X grade, and research locations at SMK Negeri 1 Pematang Siantar that are different. The finding of the research Jigsaw increase students’ writing exposition text ability, the students can encourage to work together and creating more opportunity for ideas to be shared.

Another research conducted by Anandita, Septian (2020) Improving Reading Comprehension Ability of the Eleventh Grade Students of MAN 5 Jombang Through Jigsaw Technique, The study used a quantitative method with data collection using pretest and posttest. This study used the jigsaw technique which focused on reading skills, from this study it was proven there is an increase in students' reading comprehension skills. Through group activities, the jigsaw learning technique provides useful activities for students in understanding a text. students can do their assignments well in finding the main idea of the assignment that they must understand in the text.

Further research conducted by Al-Yaseen (2020) had similarities in learning techniques, namely the jigsaw technique, but there are differences in the speaking skill chosen, research location at kuwait university, research population on 40 female students-teacher, and the pre-post-test three tasks (presenting an educational game, commenting on an educational YouTube video, and presenting a teaching technique). This study show that the jigsaw technique can be used to increase the speaking skills of English language teacher students. Post-test results after significant group experiments showed that participants were able to speak fluently and accurately with correct

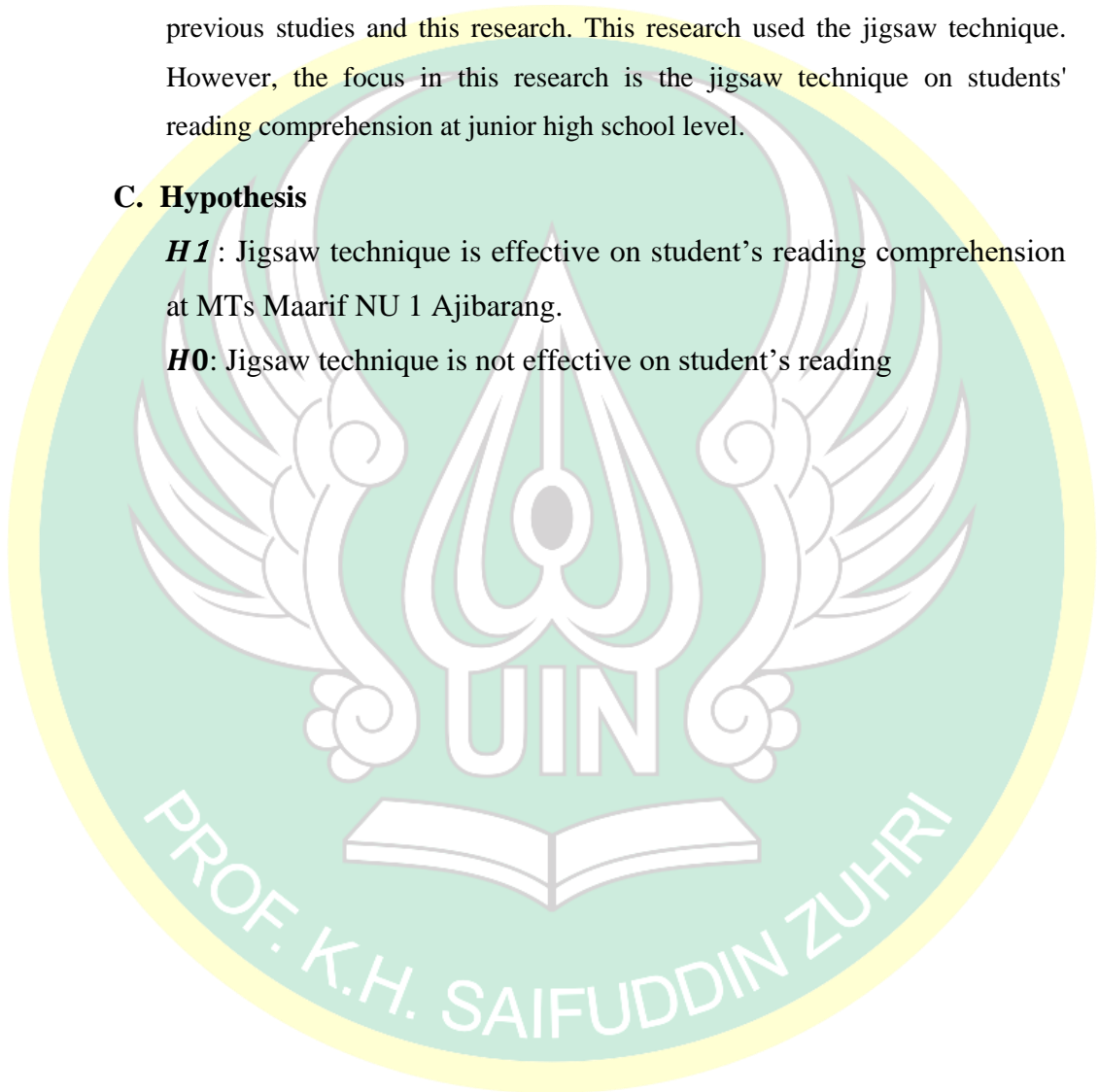
vocabulary and pronunciation. They become more confident in speaking in front of the class and improve their social skills with their classmates.

The problems that arise in this research definitely be different from previous research. Previous studies used jigsaw techniques on writing skill and speaking skill, while the other one was on reading comprehension but at the high school level. The variables shown the relationship between the three previous studies and this research. This research used the jigsaw technique. However, the focus in this research is the jigsaw technique on students' reading comprehension at junior high school level.

C. Hypothesis

H1 : Jigsaw technique is effective on student's reading comprehension at MTs Maarif NU 1 Ajibarang.

H0: Jigsaw technique is not effective on student's reading



CHAPTER III

RESEARCH METHOD

This chapter presents the research method which consists of type of research, setting of the research, population and sample, technique of collecting data, data analysis, and analysis of research instrument.

A. Type of The Research

This research used a quantitative method with a quasi-experimental approach. This effect is measured by giving one group a particular treatment and not giving it to another group, and then comparing the results of an outcome for the two groups (Ceswell, 1991). To find out whether the jigsaw technique effective on students' reading comprehension, Quantitative research is also referred to as research that collects a lot of data. This method is a type of research that has systematic, planned and clearly structured specifications from the beginning to the end of the research design process. requires the use of numbers from the beginning of data collection to the data interpretation process, as well as how the results appear, also at the conclusion stage research looks better when combined with displays such as pictures, tables, graphs, or other types of display.

There are two groups in the experimental design, the first is an experimental group, the second is a control group. Both were given a pre-test at the beginning and a post-test at the end. The difference is that the experimental group used jigsaw technique treatment while the control group used conventional learning techniques.

Conventional learning techniques are called teacher-centered learning. In this technique, the teacher explains the material in front of the class, while the students observe, listen and record what is being said. Basically, this approach relies on direct interaction between teachers and students as the main medium of learning.

B. Location and Time of The Research

1. Location

This research held in MTs Maarif NU 1 Ajibarang which located at Jalan Ajibarang, kecamatan Ajibarang, Kabupaten Banyumas. MTs Maarif NU 1 Ajibarang was chosen as the study site because the students were experiencing difficulties in reading activities. Many students have a low interest in reading, it makes difficult for students to understand meaning of the text. It is expected that this study would help students' reading comprehension in MTs Maarif NU 1 Ajibarang.

2. Time

This research conducted for five meetings, from 25 march 2024 to 24 April 2024.

Table 3. 1The date of treatment in experiment class

Meeting	Materials	Date
1	Pretest	25 March 2024
2	Recount text (social function)	26 March 2024
3	Recount text (generic structures)	1 April 2024
4	Past tense (language features)	2 April 2024
5	Posttest	23 April 2024

3. Population and sample

a. Population

The population in this research is the eighth-grade students of MTs Maarif NU 1 Ajibarang. There are 3 classes there are 8thA, 8th B, and 8th C. The population in this study totaled 74 students.

The following table presented the data of the 8th grade students in MTs Maarif NU 1 Ajibarang.

Table 3. 2Population of this research

Class	Number of students
8A	26
8B	26
8C	22
Total Students	74

b. Sampling

In this study, the samples were taken from two classes: 26 students in the control group and 26 students in the experimental group. The sample used random sampling, the sample was drawn through spinner wheels, and all populations had the opportunity to be sampled. The results of spin classes 8A and 8B become samples. Then spin wheels again to select the treatment class and control class, the result was that class VIIIA became the treatment class, which used the jigsaw technique with a total of 26 students and class VIIIB became the control class used previous strategies throughout the learning process with a total of 26 students.

C. Collecting Data

The procedures were categorized into three stages: pre-test, treatment, and post-test. The explanation that accompanies will implement each of the procedures:

1. Pre-test was given at the beginning of the meeting to the experimental class and control class. The purpose of the pre-test is to determine students' initial abilities regarding the material to be presented and to measure the ability of the

experimental class and control class to be equivalent. By giving a pre-test, the teacher would get an idea of how many students already have initial knowledge of the material that be given. The pre-test was written test in multiple-choice form, which was corrected by Mrs. Gendrie Wipriyance S.Pd. and Mrs. Isna Fitriatun S.Pd. The test consists of 25 questions about recount text that have been validated, Each correct answer is given 4 points. So, the total score for all the correct is 100. Students answer the questions by choosing the correct answer in the multiple choice questions.

2. Treatment carried out after knowing the results of the pretest of the two groups. Then the experimental class used the treatment jigsaw technique, while the control class did not use treatment or conventional learning techniques. Treatment was carried out over 4 meetings in the experimental class.
3. Post-test carried out after the treatment process is completed. This is the final form of evaluation of a lesson. The post-test was a written test that contained exactly the same as the pre-test, 25 questions about recount text that have been validated, and each correct answer is given 4 points. so, the total score for all the correct is 100. which was corrected by Mrs. Gendrie Wipriyance S.Pd. and Mrs. Isna Fitriatun S.Pd. The post-test was carried out in both classes, namely the experimental class and the control class, which aimed to measure mastery of the recount text material that had been given and to perceive the final score, especially in the experimental class that had been given the Jigsaw technique treatment, whether there was any increment after the treatment. Usually the post-test score increases from the pre-test score if students follow the lesson using the jigsaw technique treatment well.

Figure 3. 1 Paradigm nonequivalent control class

A =	O₁	X	O₂
B =	O₃		O₄

Notes:

A : Experiment class

B : Control class

O₁ : Pre-test from experimental group.

O₂ : Post-test from the experimental group after treatment.

O₃ : Pre-test from control group.

O₄ : Post-test from the control group without any treatment.

X : Treatment Jigsaw technique.

In this design, a popular approach to quasi-experiments, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test (Ceswell, 1991). Only the experimental group receives the treatment. The effectiveness of the independent variable (Jigsaw technique) against the dependent variable (students reading skill) can be seen in the results of the pretest (o₁) and post-test (o₂), if the post-test score is higher than the pre-test score and their are any different scores between the two tests, it can be inferred that the dependent variable has changed as a result of the treatment that was given.

D. Data analysis

After the data was collected, the next step was analyzing the data. This study used statistical calculations, after carrying out 2 tests, namely a pre-test before the jigsaw technique treatment and post-test after the jigsaw technique treatment. After that, the data from the 2 tests were compared between the experimental class (Jigsaw technique treatment) and the control class. To find out whether the jigsaw technique affects reading comprehension, the t

test formula was used to analyze the data. Therefore, normality and homogeneity must be measured first.

1. Normality test

The normality test is a statistical technique for assessing whether a data sample is normally distributed or not. This test is important to ensure that the data you used for statistical analysis meets the assumptions of normality. Verify the normality of the data using the Kolmogorov-Smirnov test, with the basis of decision making if the significant value (p) is greater than 0.05 then the research data is normally distributed. If the significant value (p) is smaller than 0.05 then the research data is not normally distributed.

2. Homogeneity Test

Homogeneity test used the Levene test, the characteristic of the Levene test is that this test is used to test two groups of data with different variances. The calculation results of this test show the significance value (p) of two different groups of data. The data tested is said to be homogeneous based on its significance value. A significance value $(p) \geq 0.05$ indicates that the data group comes from a population that has the same variance (homogeneous) and a significance value $(p) < 0.05$ indicates that each data group comes from a population with a different variance (not homogeneous/heterogeneous).

3. Test of Hypothesis

Hypothesis testing is a statistical method used to make decisions based on sample data and test claims about population parameters. Hypothesis testing is done by collecting sample data from the population, then using the IBM SPSS programmer to calculate the value of the test statistic. This test statistic value is used to compare between the null hypothesis (H_0) and the sample data. To test whether there is a difference

in the learning outcomes of students who used the Jigsaw technique and did not use the Jigsaw technique, the independent sample t-test is used.

As for the conditions before conducting an independent sample t-test, the data must be normally distributed, and the data must be homogeneous tested with a homogeneity test. If these conditions are met, then the independent sample t-test would be used with the basis for decision making H_0 is accepted if the sig value (2-tailed) > 0.05 , H_1 is accepted if the sig value (2-tailed) < 0.05 . if H_0 is accepted and H_1 rejected, it can be concluded that there is no significant effect. Whereas if H_0 is rejected and H_1 is accepted, it means that there is a significant effect.

E. Analysis of research instrument

1. Instrument indicator

The instrument indicator adapted to Brown H. Douglas & Abeywickrama Priyanvada (2020) Was used expert judgment opinion.

Table 3. 3 Indicator of instrument

No.	Indicators	form	Number of question	Question number
1.	Identify the main idea/ topic	PG	4	2, 9, 12, 22
2.	Identify the phrase	PG	1	16
3.	Identify supporting idea	PG	3	4, 7, 23
4.	Identify grammatical features/ refers to	PG	3	6, 15, 24
5.	Identify implied detail	PG	3	3, 13, 17
6.	Identify excluding facts not written	PG	3	8, 19, 25
7.	Identify detail	PG	3	1, 14, 18
8.	Identify vocabulary in context	PG	3	5, 10, 20
9.	Identify text form	PG	1	21
10.	Identify social function	PG	1	11

2. Validity Test

According to Sugiyono (2013:172) If there is a similarity between the data collected and the real data about the object being studied, then the research results can be considered valid. Valid means that the instrument can be used to measure what is being studied. Validity is a measure that shows that the variable being measured is indeed the variable to be studied. Validity is a measure that shows that the variable being measured is indeed the variable to be studied. Validity aims to measure the validity of an instrument used during research. The validity of the research instrument was determined through content validity and construct validity through expert judgment, content validity, and construct validity is presented as follows:

1) Content validity

The content of the research instrument should be relevant to the purpose of the test. Sugiyono (2013:182) states that Content validity is carried out by comparing the material taught and the content of the instrument. The content validity of the instrument in this study is based on the 2013 Curriculum. Based on the learning outcomes in the 2013 Curriculum for junior high school students. in KI.3 namely knowledge. Students understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on their curiosity about science, technology, art, and culture, with insights into humanity, nationality, and statehood related to visible phenomena and events. in English lessons Students are encouraged to master 4 skills. This validity test was held in 8C grade. The result of the validity test performed with the formula production moment using IBM SPSS 25 can be seen in the table below:

Table 3. 4 Validity pretest

Number of Question	Pearson correlation	Sig.	Conclusion
1.	0,505	0,039	Valid
2.	0,546	0,023	Valid
3.	0,563	0,019	Valid
4.	0,550	0,022	Valid
5.	0,564	0,018	Valid
6.	0,598	0,011	Valid
7.	0,582	0,014	Valid
8.	0,511	0,036	Valid
9.	0,531	0,028	Valid
10.	0,497	0,042	Valid
11.	0,531	0,028	Valid
12.	0,616	0,008	Valid
13.	0,507	0,038	Valid
14.	0,515	0,034	Valid
15.	0,618	0,008	Valid
16.	0,588	0,013	Valid
17.	0,563	0,019	Valid
18.	0,595	0,012	Valid
19.	0,580	0,015	Valid
20.	0,563	0,019	Valid
21.	0,598	0,011	Valid
22.	0,549	0,023	Valid
23.	0,533	0,028	Valid
24.	0,598	0,011	Valid
25.	0,600	0,011	Valid

Table 3. 5 Validity Posttest

Number of Question	Pearson correlation	Sig.	Conclusion
1.	0,559	0,016	Valid
2.	0,504	0,033	Valid
3.	0,525	0,025	Valid
4.	0,561	0,016	Valid
5.	0,581	0,011	Valid
6.	0,559	0,016	Valid
7.	0,526	0,025	Valid
8.	0,525	0,025	Valid
9.	0,559	0,016	Valid
10.	0,513	0,030	Valid
11.	0,581	0,011	Valid
12.	0,517	0,028	Valid
13.	0,559	0,016	Valid
14.	0,508	0,032	Valid
15.	0,515	0,029	Valid
16.	0,549	0,018	Valid
17.	0,542	0,020	Valid
18.	0,559	0,016	Valid
19.	0,581	0,011	Valid
20.	0,530	0,024	Valid
21.	0,572	0,013	Valid
22.	0,526	0,025	Valid
23.	0,576	0,012	Valid
24.	0,534	0,023	Valid
25.	0,583	0,011	Valid

From the table above, Based on $df=(N-2)$, the number of questions is $df=25-2=23$, with a level of 5% obtained *rtabel* of 0.3961. in the Pearson correlation column if >0.3961 then the question is considered valid and can be used for research instruments.

2) Construct validity

The instrument is made based on the theory of the elements to be measured, Sugiyono (2013:177) argues to determine construction validity, expert opinion can be used. This study asked a lecturer Mrs. Windhariyati Dyah Kusumawati, M.A, M.Pd, to become a judgement expert. After that, several revisions were made according to the judgment expert's suggestions during guidance. Then, the instrument is tested on a sample from which the population is taken.

3. Reliability test

Test reliability measures how far the results of an instrument or test are reliable and consistent. One of the terms that is usually tested during the validation process is reliability, which contributes to producing consistent and reliable results from tests or instruments used in research. Sugiyono (2013: 127) stated One of the conditions for testing the validity of an instrument is its reliability. Therefore, although a valid instrument is usually reliable, its reliability must be tested.

The results of the reliability test were calculated using the IBM SPSS, based on V.Wiratna Sujarweni (2014:193) the value of Cronbach's alpha can be interpreted as follows:

Table 3. 6 Interpretation of Cronbach's alpha

Cronbach's alpha	Interpretation
>0,60	Reliable
<0,60	Not reliable

It is considered reliable if the Cronbach Alpha ≥ 0.60 . Meanwhile, it is said to be unreliable if the Cronbach Alpha value obtained is < 0.60 . used the IBM Statistics 25 application to calculate the reliability test in the test. The following are the reliability test results obtained on the pre-test questions:

Table 3. 7 Reliability pre-test

Case Processing Summary			
		N	%
Cases	Valid	17	100.0
	Excluded	0	.0
	Total	17	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.747	26

Based on the table above, the Cronbach's Alpha result is 0.747. Related to the reliability test criteria proposed by V. Wiratna Sujarweni, the calculation results are classified as reliable. It can be concluded that this pre-test instrument is reliable and can be used in research.

The results of the post-test reliability are presented in the table below:

Table 3. 8 Reliability post-test

Case Processing Summary			
		N	%
Cases	Valid	18	100.0
	Excluded	0	.0
	Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.745	26

Based on the table above, the Cronbach's Alpha result is 0.745 Related to the reliability test criteria proposed by V.Wiratna Sujarweni, the calculation results are classified as reliable. It can be concluded that this post-test instrument is reliable and can be used in research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the analysis and discussion of data to answer the research problem that has been collected through pre-test and post-test.

A. Research Findings

1. Data description

This chapter describes the test results. This study is quasi-experimental. The population in this study were students of grade VIII and the sample was 52 students. In this study, VIIIA became the experimental class, VIII B became the control class, and VIIIC became the class for instrument validation. The results of this study tested the effect of using the jigsaw technique on reading comprehension in students at MTs Maarif NU 1 Ajibarang in the 2023/2024 academic year, so the following will present the research results obtained from the experimental class and the control class.

a. Data of experiment class

The experimental class is VIII A students consisting of 26 students who taught using the jigsaw technique. Data were collected through a pre-test conducted on March 25, 2024, before the jigsaw technique was applied, while the students' post-test was conducted after the jigsaw technique was applied on April 23, 2024. After that, the pre-test and post-test scores that had been obtained were calculated to determine the difference in student results before and after the Jigsaw technique was applied. The calculation results can be seen in the table.

Table 4. 1The score of the Experimental Class

NO	Pre-test	Post-test	Gained
1	40	68	28
2	44	64	20
3	68	80	12
4	40	72	32
5	48	68	20
6	44	64	20
7	76	76	0
8	44	68	24
9	68	72	4
10	52	64	12
11	64	76	12
12	56	80	24
13	60	84	24
14	60	92	32
15	72	76	4
16	48	56	8
17	56	68	12
18	48	56	8
19	48	64	16
20	40	68	28
21	52	72	20
22	32	48	16
23	48	60	12
24	52	64	12
25	76	88	12
26	40	64	24
Total	1372	1812	
Average	52,9	69,6	
Maximum score	76	92	
Minimum score	32	48	

in the table above, it can be seen that the pretest and posttest scores of the experimental class have differences. The average pretest score is 52.9 for the experimental class, with the lowest score of 32 by student number 22, and the highest score of 76 by students number 7 and 25. while the average posttest score is 69.6 for the experimental class, with the lowest score of 48 by student number 22, and the highest score is 92 by student number 14.

The table above regarding the gained score is used to show the difference between the pretest score before using the jigsaw technique and the posttest score conducted after treatment using the jigsaw technique. It is known that the minimum score is 0 and 32, with an average on the pretest 52,9 and posttest 69,6 so that students get a score of around 16,7 points.

b. Data of control class

The control class is class VIII B students totaling 26 students taught by English teachers at school. Data collection was carried out through a pre-test which was carried out on March 25, 2024 before conducting observations, while the students' post-test was carried out after observations on April 24, 2024. After that, the pre-test and post-test scores were calculated. The calculation results can be seen in the table.

Table 4. 2 the score of the Control Class

NO	Pre-test	Post-test	Gained
1	72	68	-4
2	76	80	4
3	68	68	0
4	60	60	0
5	76	72	-4
6	56	56	0
7	64	68	4
8	52	60	8
9	48	72	24
10	56	64	8
11	52	52	4
12	48	60	12
13	60	64	4
14	72	76	4
15	64	72	8
16	56	64	8
17	48	60	12
18	60	72	12
19	56	64	8
20	60	68	8
21	52	48	-4
22	44	60	16
23	48	68	20
24	60	64	4
25	56	60	4
26	52	56	4
TOTAL	1504	1676	
AVERAGE	58,3	64,4	
MAXIMUM SCORE	76	80	
MINIMUM SCORE	44	48	

From the table above, it can be seen that the average pretest lowest the posttest. The average pretest score is 58,3 in the control class, with the lowest score of 44 by student number 22, and the highest score is 76 by students numbers 2 and 5. The average posttest score is 64,4 with the lowest score of 48 by student number 13, and the highest score is 80 by student number 2.

The table shown regarding the gained score is used to see the difference between the pretest score and the post-test score. It is known that the minimum score is -4 and 24, with an average on the pretest of 58,3 and posttest 64,4, so that students get a score of around 6,1 points.

2. Data Analysis

a. Normality test

The normality test is used to test whether the data is normally distributed. Data is called normal if the significance value is > 0.05 .

The normality test results are presented below:

Table 4. 3 Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar siswa	experiment class	.159	26	.088	.943	26	.158
	control class	.156	26	.106	.937	26	.114

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Normality test was calculated using IBM SPSS version 25. The value can be seen in the Kolmogorov-Smirnov significant column, in the experimental class score it got a value of $0.088 > 0.05$,

and the control class got a significant value of $0.106 > 0.05$, It can be concluded that both data are normally distributed because each score has a significant value of more than 0.05.

b. Homogeneity test

A homogeneity test is a test to determine whether the data is homogeneous or heterogeneous. The Levene test was used to calculate homogeneity. The results of the homogeneity test in SPSS are presented as follows:

Table 4. 4 Test of Homogeneity Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil belajar siswa Pre-test	Based on Mean	1.756	1	50	.191
	Based on Median	1.308	1	50	.258
	Based on Median and with adjusted df	1.308	1	46.863	.258
	Based on trimmed mean		1	50	.202
Hasil belajar siswa Pos-test	Based on Mean	.919	1	50	.342
	Based on Median	.607	1	50	.440
	Based on Median and with adjusted df	.607	1	44.196	.440
	Based on trimmed mean	.890	1	50	.350

In the table above, the significant value between the experimental and control classes is 0.191 which is higher than 0.05, so the pretest data can be said to be homogeneous because the significant value is >0.05 . While in the posttest, the experimental and control classes have a significant value of $0.342 > 0.05$, so the posttest scores of the experimental and control classes are declared homogeneous.

c. Hypothesis Test

After the data was declared normal and homogeneous, then the data was calculated using a t-test to show if there was a significant difference between the experimental class using the jigsaw technique compared to the control class. This hypothesis using SPSS 25 can be presented as follows:

a) Paired sample T-test

Paired sample t-test is a statistical test that compares the means of two data and comes from one sample group. Paired sample t-test was used to see whether there was a significant difference between the experimental class using the jigsaw technique and the control class.

Table 4. 5 Result of paired sample T-test Experiment class

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre test - post test	-16.769	8.392	1.646	-20.159	-13.380	-10.189	25	.000

Based on the table above, the sig. Value column is $0.00 < 0.05$, which shows that there is an average difference between the pre-test and post-test values of the experimental class.

Table 4. 6 Result of paired sample T-test Control class

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	-6.154	6.995	1.372	-8.979	-3.328	-4.486	25	.000

From the table above, the sig. value shows $0.00 < 0.05$, which means there is an average difference between the pre-test and post-test values of the experimental class.

b) Independent sample T-test

Independent sample t-test is used to see if there is a statistically significant difference in the average value between the two groups. The independent sample t-test is performed on two unrelated or independent groups.

Table 4. 7 Independent sample T-test of Pre-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
hasil_belajar	Equal variances assumed	2.537	.117	-1.837	50	.072	-5.385	2.931	-11.271	.502
	Equal variances not assumed			-1.837	46.187	.073	-5.385	2.931	-11.283	.514

Based on the table above, the sig value (2-tailed) $0,072 > 0,05$ can be interpreted that there is no difference in the average value of the two groups, or it can be said that both are at the same level of ability.

Table 4. 8Independent sample T-test of Post-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
hasil_belajar	Equal variances assumed	.919	.342	2.213	50	.032	5.231	2.364	.483	9.979
	Equal variances not assumed			2.213	46.966	.032	5.231	2.364	.475	9.986

table 4.8 the results of the independent sample t-test using the SPSS version 25 program, on the equal variances assumed shown that sig (2-tailed) 0.032 which is < 0.05 . it was explained that H_0 would be rejected if sig 2-tailed (p) < 0.05 , it could be seen in the table above in the sig (2-tail) which means so H_0 is rejected and H_1 is accepted. It could be concluded that H_1 shows that the jigsaw technique was effective on students' reading comprehension.

B. Discussion

This study was conducted to determine whether there is an effect of the Jigsaw technique on students' reading comprehension. The population in this study was the entire 8 grade 74 students, while the sample used was 8A grade 26 students, and 8B grade 26 students. Both classes were given different treatments, in 8A, namely the experimental class, the jigsaw technique treatment was given in learning activities, while in class 8B the control group used conventional learning activities.

Before the treatment was given to the experimental class, this research distributed a validated and reliable pretest in 8C class, the pretest was given to the experimental class and the control class on March 25, 2024. the experimental class had 26 students, and the pre-test of the experimental class had an average score of 52.9 with the highest score. The control group had 26 students, the pre-test of the control class had an average score of 57.8 with the highest score of 76.

After the students had completed the pretest, the next step was to provide material with different treatments between the experiment class and the control class. In the experiment class, treatment was given using the jigsaw technique, while in the control class, treatment was given using a conventional learning activity. The two classes were given different treatments to measure students' reading comprehension abilities so that it could be seen whether there were differences in results between the experimental class and the control class. Both the experimental class and the control class received recount text material.

Next, after the two classes were given different treatments, the post-test was given. The post-test was distributed to students in order to find out whether there was a difference in the results of students' scores between the control class and the experimental class with different treatments. The post-test results in the experimental class were the highest score of 92, the lowest score of 48 with an average score of 69.69. For the control class, the highest score was 80, and the lowest score of 48 with an average score

of 64.46. From the post-test results between the experimental class and the control class, there was a difference.

After getting the data from the pretest and post-test values of both classes, this research conducted a prerequisite test, namely a normality test to determine whether the observed data was normally distributed or not, and a homogeneity test to determine whether the data was homogeneous or not. From the calculation of the data analysis that has been done, it is known that the experimental and control class data are normally distributed, The results in the experimental class with a score of $0.088 > 0.05$ and in the control class with a score of $0.106 > 0.05$. In the homogeneous test, the significant value between the experimental and control classes is $0.191 > 0.05$ in the pretest. While in the post-test, the experimental and control classes have a significant value of $0.342 > 0.05$. From these results, it can be said that the two classes are homogeneous.

In this study, the hypothesis testing used was the paired sample t-test and the independent t-test, based on the results of the t-test it can be seen that the average experimental class is higher with a difference of 5.23 from the control class. Learning using the jigsaw technique is proven to be more effective than using conventional methods on students' reading comprehension, as shown by the results of this study. while the results of the independent sample t-test of post-test with a sig value level (2-tailed) of $0.032 < 0.05$ which means H_1 is accepted and H_0 is rejected, as determined that the jigsaw technique has an effect on students' reading comprehension.

The results of the study on students' reading comprehension at MTs Maarif NU 1 Ajibarang showed an increase in students' reading comprehension. This study supports the findings of previous studies that have been conducted by Anandita & Septian (2020) That used Jigsaw technique focused on reading comprehension, Anandita & Septian (2020) Said that the jigsaw learning technique provides useful activities for students to understand a text. Students can do their assignments well in

finding the main idea of the assignment that they must understand in the text. The jigsaw technique can increase other skills such as research from Nasution, Purba, and Afrinda (2020) Jigsaw can increase writing skills, the students can be encouraged to work together and create more opportunities for ideas to be shared.

In this study, the jigsaw technique can increase students' reading comprehension. Students can analyze specific information in a text, and in addition, students become more active in learning, this is in line with research by Herman, Sibarani, and Pardede (2020) At SMA Negeri 4 Pematangsiantar which shows students can better understand the purpose of the text, text structure, and linguistic elements in the text. In addition, in the learning process, students are not only listeners but students are also experts this makes students more active and students become more responsible for the course of the discussion. By with students who are actively involved in learning discussions can increase learning motivation. as explained by Kurnia (2023) In their research at MAN 2 Karawang the form of increasing learning motivation such as increasing motivation in working together, there is cooperative working together to study the assigned material. This certainly makes students more creative in discussing or working together.

The jigsaw technique can be a solution for teachers to provide effective group learning. According to Bahri and Mustajab (2020) By applying the jigsaw technique, it can provide an opportunity for students to teach each other to their group mates, the material presented by students is obtained from various sources, not only depending on the material provided by the teacher. Thus, it can encourage students to play an active role in discussing and responding to their group mates. Another benefit of the jigsaw technique according to Priastuti, Oktradiksa, and Shalikhah (2023) Can improve social skills. Students are required to communicate directly with their group mates, thus increasing positive social adjustment behavior and improving relationships between students without any gaps.

From the description above, it can be said that the jigsaw technique increased students' reading comprehension. This is in accordance with previous research conducted by Anandita, and Septian (2020) which states that activities in jigsaw groups improve students' skills in recognizing detailed information. The jigsaw technique provides useful activities for students to understand texts. Through activities in jigsaw groups, students can do assignments well so that learning outcomes are also enhanced. This is in line with research by Dwinalida & Setiaji (2020) The jigsaw technique challenges students, by actively engaging in learning and instruction, students develop a deeper understanding of the material so that the jigsaw technique has the potential to enhance learning outcomes significantly. However, in the implementation of the Jigsaw technique several variables cannot be controlled, including time constraints, the jigsaw technique takes longer, especially if the arrangement of the room is not well conditioned so that it takes time to change positions which can cause noise.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study based on the findings and discussion of the findings and suggests the conclusion.

A. Conclusion

Based on the research findings, it can be concluded that the jigsaw technique has an effect on the reading comprehension of students at MTs Maarif NU 1 Ajibarang. There is a difference in reading comprehension between students in the experimental class who use the jigsaw technique cooperative learning model and students in the control class who do not use the jigsaw technique. The results of the study showed that Sig. 2 tailed (p) is 0.032. Meanwhile, alpha (α) is 0.05, which is $0.032 < 0.05$. So, H₀ is rejected and H₁ is accepted. This shows that there is a real difference between the experimental class and the control class in terms of reading comprehension, namely the experimental class is higher than the control class. Based on this study, it can be concluded that there is an effect of the use of the jigsaw technique on students' reading comprehension at 8th grade of MTs Maarif NU 1 Ajibarang.

B. Limitation of study

Based on the study that was conducted, this has some limitations and time constraints, the jigsaw technique took longer, especially if the room layout is not well conditioned so it took time to change positions which can cause noise in the classroom.

C. Suggestion

Considering the results of the study, the following suggestions could be made:

1. For teacher

Teachers should actively monitor students in each group so that all students can participate, and teachers guide students in discussing and making a list of questions in the question-and-answer session. In addition, before learning activities using the jigsaw technique are

carried out, teachers must prepare the material well, and choose texts that are not too long so that students can easily understand the contents of the text.

2. For student

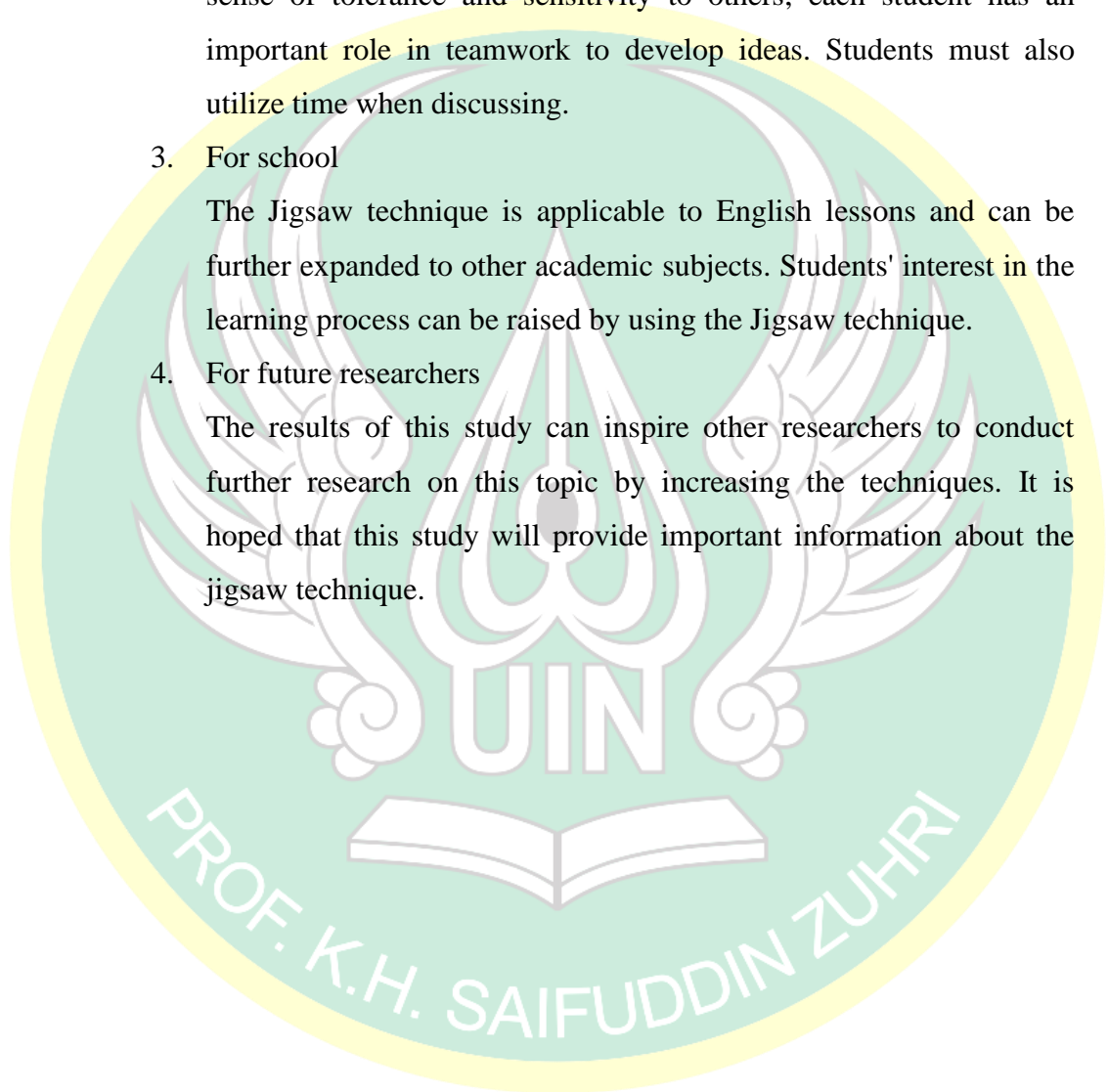
Students must support each other in groups and students must have a sense of tolerance and sensitivity to others, each student has an important role in teamwork to develop ideas. Students must also utilize time when discussing.

3. For school

The Jigsaw technique is applicable to English lessons and can be further expanded to other academic subjects. Students' interest in the learning process can be raised by using the Jigsaw technique.

4. For future researchers

The results of this study can inspire other researchers to conduct further research on this topic by increasing the techniques. It is hoped that this study will provide important information about the jigsaw technique.



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Appendices

Appendix 1 Instrument's Validity Sheet (Expert 1)

SURAT VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A., M.Pd
Jabatan : Dosen
Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa eksperimen pre-test dan post-test yang akan digunakan untuk penelitian berjudul "The Effectiveness of Jigsaw Technique on Student Reading Comprehension" yang dibuat oleh:

Nama : Salsa Fatika Prayoga
NIM : 2017404074
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

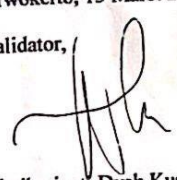
☐ Layak digunakan
☒ Layak digunakan dengan revisi
☐ Tidak layak digunakan

Catatan (bila perlu)

.....
.....
.....

Demikian keterangan ini dibuat sebagaimana mestinya.

Purwokerto, 13 Maret 2024

Validator, /

Windharyati Dyah Kusumawanti, M.A., M.Pd

CS Dipindai dengan CamScanner

Appendix 2. Certificate of the Research



LEMBAGA PENDIDIKAN MA'ARIF NU PCNU KAB. BANYUMAS
MTs MA'ARIF NU 1 AJIBARANG
TERAKREDITASI "A"
Alamat: Jl. Pandanaran Ajibarang Wetan, Ajibarang, Banyumas 53163 Telp. (0281) 571882
Email: mtsmaarifnusatujibarang@gmail.com website: www.mtsmaarifnu1ajibarang.mysch.id

SURAT KETERANGAN

Nomor : 073.a/LPM/33.09/MTs-11/G/IV/2024

Yang bertanda tangan di bawah ini Kepala MTs Ma'arif NU 1 Ajibarang, menerangkan dengan sesungguhnya bahwa :

Nama : Aminudin Aziz, S.Pd.I.
Jabatan : Kepala Madrasah
Tempat Tugas : MTs Ma'arif NU 1 Ajibarang

Memberikan izin kepada :

Nama : SALSA FATIKA PRAYOGA
NIM : 2017404074
Alamat : Pancasan RT 08 RW 04 kecamatan Ajibarang
Jurusan/Prodi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Jigsaw Technique on Students Reading Comprehension at MTs Ma'arif NU 1 Ajibarang
Perguruan Tinggi : UIN K.H. Saifuddin Zuhri Purwokerto

Telah melaksanakan penelitian di MTs Ma'arif NU 1 Ajibarang dalam rangka penyusunan skripsi pada tanggal 25 Maret sampai dengan 24 April 2024, guna menyusun Tugas Akhir/Skripsi dengan judul "The Effectiveness of Jigsaw Technique on Students Reading Comprehension at MTs Ma'arif NU 1 Ajibarang."

Demikian surat ini dibuat untuk digunakan seperlunya.

Ajibarang, 24 April 2024

Kepala Madrasah,



Aminudin Aziz
AMINUDIN AZIZ, S.Pd.I.

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama : Salsa Fatika Prayoga
 Sekolah : MTsMa'arif NU 1 Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / Genap
 Materi Pokok : Recount Text
 Alokasi Waktu : 2 x 35 Menit (1xpertemuan)

i. Kompetensi Dasar

KD. 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya.

KD. 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau (personal recount)

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran melalui pendekatan saintifik, peserta didik diharapkan dapat:

2. Mengidentifikasi fungsi sosial (social function) teks sederhana (recount text) , yang melibatkan peristiwa yang terjadi dimasa lampau (past simple) dengan benar dan penuh tanggungjawab
3. menyusun teks sederhana (recount text) , yang melibatkan peristiwa yang terjadi dimasa lampau (past simple) dengan benar dan penuh tanggungjawab.

C. Langkah-Langkah Pembelajaran

Pertemuan ke-1

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh dengan mempelajari materi : Recount Text .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
KegiatanInti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Recount Text dengan cara melihat, mengamati, membaca melalui tayangan text yang paparkan
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan fungsi sosial dan definisi yang akan dijawab melalui kegiatan belajar khususnya pada materi fungsi sosial Recount Text .

Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Recount Text
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Recount Text . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup (15 Menit)

- Peserta didik dan guru merefleksi kegiatan pembelajaran.
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran.
- Guru memberikan penghargaan, misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang kinerjanya baik.
- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

D. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: penilaian pretest dan posttest
3. Penilaian Keterampilan: Praktek

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Titi Sugiarti, S.Pd.Ing

Salsa Fatika Prayoga

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama : Salsa Fatika Prayoga
 Sekolah : MTsMa'arif NU 1 Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / Genap
 Materi Pokok : Recount Text
 Alokasi Waktu : 2 x 35 Menit (1xpertemuan)

A. Kompetensi Dasar

KD. 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya.

KD. 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau (personal recount)

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran melalui pendekatan saintifik, peserta didik diharapkan dapat:

1. Mengidentifikasi unsur kebahasaan (language features) teks sederhana (recount text), yang melibatkan peristiwa yang terjadi dimasa lampau (past simple) dengan benar dan penuh tanggungjawab
2. menyusun teks sederhana (recount text), yang melibatkan peristiwa yang terjadi dimasa lampau (past simple) dengan benar dan penuh tanggungjawab.

C. Langkah-Langkah Pembelajaran

Pertemuan ke-2

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh dengan mempelajari materi : Recount Text .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
KegiatanInti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Recount Text dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan struktur teks dan akan dijawab melalui kegiatan belajar khususnya pada materi mencari informasi pada Recount Text .

Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai mencari informasi pada Recount Text
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait mencari informasi pada Recount Text . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup (15 Menit)

- Peserta didik dan guru merefleksi kegiatan pembelajaran.
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran.
- Guru memberikan penghargaan, misalnya pujian atau bentuk penghargaan lain yang relevan kepada kelompok yang kinerjanya baik.
- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

D. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: penilaian pretest dan posttest
3. Penilaian Keterampilan: Praktek

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Titi Sugiarti, S.Pd.Ing

Salsa Fatika Prayoga

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama : Salsa Fatika Prayoga
 Sekolah : MTsMa'arif NU 1 Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / Genap
 Materi Pokok : Recount Text
 Alokasi Waktu : 2 x 35 Menit (1xpertemuan)

A. Kompetensi Dasar

KD. 3.11 Membandingkan generic structure teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya.

KD. 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau (personal recount)

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran melalui pendekatan saintifik, peserta didik diharapkan dapat:

1. Membedakan struktur teks (generic structure) sederhana (recount text) , yang melibatkan peristiwa yang terjadi dimasa lampau (past simple) dengan benar dan penuh tanggungjawab (C4)
2. Menyusun teks sederhana (recount text) , yang melibatkan peristiwa yang terjadi dimasa lampau (past simple) dengan benar dan penuh tanggungjawab.

C. Langkah-Langkah Pembelajaran

Pertemuan ke-3

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : Recount Text .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
KegiatanInti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Recount Text dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan unsur kebahasaan yang akan dijawab melalui kegiatan belajar khususnya pada materi menyusun Recount Text .

Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Recount Text
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait menyusun Recount Text . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup (15 Menit)

- Peserta didik dan guru merefleksi kegiatan pembelajaran.
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran.
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- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

D. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: penilaian pretest dan posttest
3. Penilaian Keterampilan: Praktek

Mengetahui,
Guru Mata Pelajaran

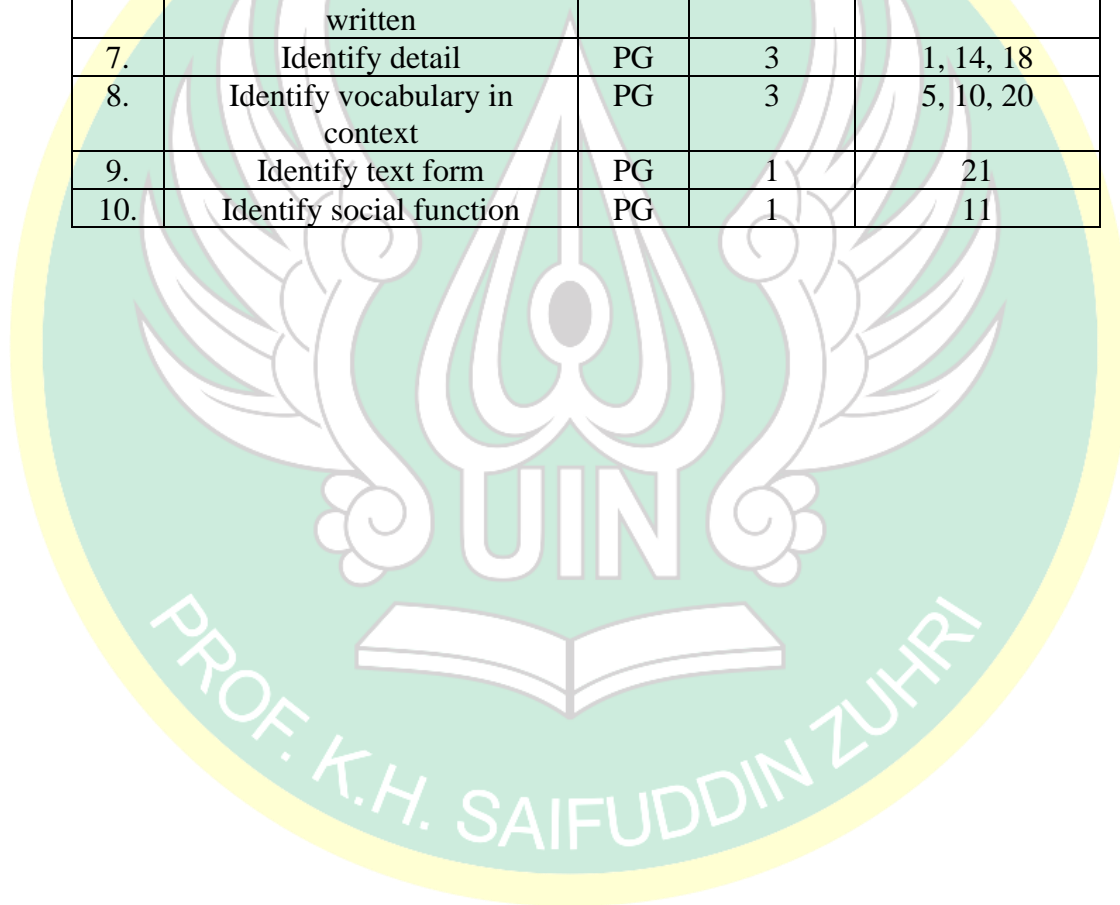
Mahasiswa

Titi Sugiarti, S.Pd.Ing

Salsa Fatika Prayoga

Appendix 4 Indicator of Instrument

No.	Indicators	form	Number of question	Question number
1.	Identify the main idea/ topic	PG	4	2, 9, 12, 22
2.	Identify the phrase	PG	1	16
3.	Identify supporting idea	PG	3	4, 7, 23
4.	Identify grammatical features/ refers to	PG	3	6, 15, 24
5.	Identify implied detail	PG	3	3, 13, 17
6.	Identify excluding facts not written	PG	3	8, 19, 25
7.	Identify detail	PG	3	1, 14, 18
8.	Identify vocabulary in context	PG	3	5, 10, 20
9.	Identify text form	PG	1	21
10.	Identify social function	PG	1	11



Appendix 5 Instrument of Pre-test

Pre-test Bahasa Inggris

Choose the correct answer by giving cross (X) on the word A, B, C, and D.

Text 1 for number 1-5.

Yesterday I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool.

When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry because I haven't had breakfast, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun.

After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

Adapted: <https://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html>

1. Where did the writer go yesterday?

A. Swimming pool

B. River

C. Lake

D. Beach

2. What is the topic of the text?

A. Warming up

B. My friends went to my home

C. Went to the swimming pool

D. Weekend in grandpa's house

3. When did the writer swim?

A. Evening

B. Midnight

- C. Afternoon
 - D. Morning**
4. What did the writer do before swimming, except?
- A. Changed clothes into swimsuit
 - B. Ate foods**
 - C. Warming up
 - D. Used sunscreen
5. "... I brought from home." (Paragraph two). The underlined word has the same meaning with?
- A. Buy
 - B. Use
 - C. Borrow
 - D. Carry**

Text 2 for number 6-10.

I am used to traveling by air but only on one occasion, I felt frightened. After taking off, we flew low over the city. It slowly went high to the sky.

But, suddenly it turned around and flew back to the airport. An air-hostess told us to keep calm and to get off the plane quietly as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board was scared and we grew curious about what was happening.

Later we learned that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again.

Taken: <https://www.teknoenglish.com/2021/07/30-contoh-soal-recount-text-dan.html>

6. "...as soon as it landed." (Paragraph two). It refers to....
- A. The plane**
 - B. The pilot
 - C. The air-hostess
 - D. The passengers
7. Why did the plane fly back to the airport?

- A. The pilot was afraid of bombs.
 - B. The pilot forgot about something.
 - C. The passengers were frightened.
 - D. **Police suspected that there was a bomb on the plane.**
8. Which of the following is NOT mentioned by the writer?
- A. The writer felt frightened.
 - B. The passengers get off the plane quietly.
 - C. The police searched the plane carefully.
 - D. **Everyone on board was worried.**
9. What is the main idea of paragraph three?

- A. The writer felt frightened.
 - B. The police searched the plane carefully.
 - C. **Somebody said that there was a bomb on the plane.**
 - D. There was a very important person on board.
10. "... I felt frightened" (Paragraph one). The underlined word has the same meaning with
- A. Glad
 - B. Pleased
 - C. **Scarred**
 - D. Common

Text 3 for number 11-15.

Last Wednesday, I came late to my school because I played playstation until 2.00 am in the night. Because that I woke up late. I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I went to school a 7.00 am, I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

Adapted : <https://britishcourse.com/recount-text-definition-generic-structures-purposes-language-features.php>

11. What is the function of the text?

- A. To retell how became late to school.**
- B. To describe became late to school.
- C. To inform became late to school.
- D. To explain became late to school.

12. What is the main idea of paragraph one?

- A. The writer breakfast after took a bath.
- B. The writer came late to school.**
- C. The writer went to school by motorcycle.
- D. The writer forgot the key.

13. How long did the writer to school take?

- A. 10 minuets
- B. 15 minuets**
- C. 20 minuets
- D. 30 minuets

14. What did the teacher feel when the writer entered to class?

- A. Sad
- B. Disappoint
- C. Angry**
- D. Shocked

15. “It made me took a longer time.” (paragraph two). It refers to....

- A. Playstation
- B. Motorcycle
- C. The key
- D. Public transportation**

Text 4 for number 16-20.

Last month, I joined the Rogu Marathon. I thought it would be a great experience for me to try out because I never participated in a marathon contest before. I had to run 42 kilometres to complete it. It was hard.

First, I woke up early in the morning because the marathon started at 7.00 a.m. I went to venue at 6.30 a.m. and when I arrived in the venue at 6.55 a.m., I found out that there were actually a lot of people who participated in it. We were excited to run the marathon.

When the marathon started, I ran as fast as I could. After some kilometres, I was already tired, so I just jogged for the rest of the way. Finally, I finished the marathon. It was exhausting, but it was also so fun.

After that, I wanted to join another marathon. I was interested in improving my running time, and I also experienced a good feeling with the other runners. It was a very wonderful experience for me.

Adapted: <https://www.ruangguru.com/blog/aspects-of-recount-text>

16. "I woke up early in the morning..." (paragraph one). Identified the adverbial phrase!

- A. I Woke up
- B. In the morning**
- C. Woke up early
- D. Morning

17. According to the text, how many marathon contests did the writer take part in?

- A. The first marathon contest**
- B. The second marathon contest
- C. The third marathon contest
- D. The fourth marathon contest

18. How do people feel when participating in a marathon?

- A. Bored
- B. Relaxed
- C. Excited**

- D. Exhausting
19. Which of the following is NOT mentioned by the writer?
- A. The writer need 25 minuets to arrive at venue.**
- B. The writer need 30 minuets to arrive at venue.
- C. The writer just jogged for the rest of the way.
- D. The writer wanted to join another marathon.

20. "It was exhausting..." (paragraph three). The underlined word has the same meaning with
- A. Excited
- B. Tired**
- C. Relaxed
- D. Wonderful

Text 5 for number 21-25.

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide.

Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

Adapted : <https://materi.beelajar.com/smp-kelas-8-materi-soal-latihan-recount-text/>

21. The text is written in a form....
- A. Report text
- B. Narrative text
- C. Recount text**
- D. Descriptive text
22. What is the topic of the text ?

- A. Stayed at Dirgahayu Hotel
- B. Visited the big temples
- C. Journey to Borobudur
- D. Went to Yogyakarta**

23. According to the text which temple is being reconstructed?

- A. All the temples
- B. The Brahmana temples
- C. The Syiwa temple
- D. The Wisnu temple**

24. “They are really amazing” (Paragraph two). They refers to....

- A. Three big temples**
- B. The Brahmana temple
- C. The Syiwa temple
- D. The Wisnu temple

25. Which of the following is NOT mentioned by the writer?

- A. The writer stayed near to Malioboro.**
- B. The writer visited only Brahmana and Syiwa temples.
- C. The writer spent about two hours there.
- D. The writer continued to Borobudur.

PROF. K.H. SAIFUDDIN ZUHRI

Appendix 4 Instrument of Post-test

Post-test Bahasa Inggris

Choose the correct answer by giving cross (X) on the word A, B, C, and D.

Text 1 for number 1-5.

Last morning, Dinar, my roommate woke up late and she had to go to campus.

When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it.

Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

Adapted: <https://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>

1. When did Dinar wake up late?

- A. Last night
- B. Last morning**
- C. Last day
- D. Last week

2. What is topic of the text?

- A. Woke up late**
- B. Go to campus
- C. Helped Dinar
- D. The garage

3. Who is the Dinar?

- A. A teacher
- B. A parking attendants
- C. A driver
- D. A student**

4. Who helps Dinar?
- A. The writer
 - B. Her roommate
 - C. Adel**
 - D. No one
5. "... and rode it to go to campus." (Paragraph three). The underlined word has the same meaning with?
- A. Drive**
 - B. Pick
 - C. Take
 - D. Walk

Text 2 for number 6-10.

I had a terrible day yesterday. First, I woke up at 9:00 an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast.

After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

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

Adapted: <https://ekspektasia.com/contoh-recount-text-pendek/>

6. "...but of course I missed it." (Paragraph two). It refers to....
- A. The breakfast
 - B. The school
 - C. The house
 - D. The bus**
7. What did the writer do after breakfast?
- A. The writer burned his hand.
 - B. The writer got dressed quickly.**
 - C. The writer ran out of the house.
 - D. The writer walked to his school.

8. Which of the following is NOT mentioned by the writer?
- A. The writer usually wake up at 8:00.**
 - B. The writer usually take a bus to school.
 - C. The writer forgot to wear socks.
 - D. The writer walked to school.
9. What is the main idea of paragraph three?
- A. The writer had a terrible day.
 - B. The alarm clock didn't go off.
 - C. The writer walked to school.**
 - D. The writer didn't have enough money.
10. "I had a terrible day yesterday." (Paragraph one). The underlined word has the same meaning with
- A. Incredible
 - B. Trouble
 - C. [Pleasurable](#)
 - D. Horrible**

Text 3 for number 11-15.

On semester holiday, Harry and his family went to Cibodas Botanical Garden in Puncak. They went from Jakarta early in the morning to avoid traffic jam. But unfortunately, they still got trapped in traffic jam. They were confused, should they went back home or wait. Then their driver decided to pass from village to village. It was so far. Harry almost gave up and wanted to throw up. They arrived at the destination three hours later.

When they reached there, Harry felt like his tiredness has gone. The view was amazing. There's a mount so the air was. The garden was big. They saw many plants. They sat and ate on the grass while the Harry and his brother were swimming in the river. When they decided to went back home, they heard that Rafflesia Arnoldi was blooming that day. They couldn't pass that rare opportunity.

For the first time in forever, Harry saw that giant flower in front of him. He was in awe. Although the flower smelt bad, it was beautiful. He took picture in front of the flower.

They went back home later after the sun set. It was a tiring yet satisfying holiday for their family.

Adapted : <https://www.dimensibahasainggris.com/2019/01/soal-recount-text.html>

11. What is the function of the text?

- A. To describe became late to school
- B. To inform became late to school
- C. To retell how became late to school**
- D. To explain became late to school

12. What is the main idea of paragraph one?

- A. Harry and his family went to Cibodas Botanical Garden in Puncak.**
- B. Harry and his family arrived at the destination three hours later.
- C. Harry and his family heard that Rafflesia Arnoldi was blooming that day.
- D. Harry and his family went back home later after the sun set.

13. How did Harry's family reach the destination?

- A. By breaking through the traffic jam
- B. By waiting for the traffic jam
- C. By using alternative way**
- D. By using the highway

14. What made Harry awestruck?

- A. He felt the fresh air.
- B. The flower smelt bad.
- C. He saw beautiful flowers.
- D. He saw Rafflesia Arnoldi bloomed.**

15. "They were confused..." (paragraph one). The word **they** in that sentence refers to....

- A. The driver
- B. Harry and his family**
- C. Harry's brother

D. Harry's family

Text 4 for number 16-20.

I spent my last holiday in Karimunjawa, Central Java with my friends. On the first day, I arrived at Karimunjawa Harbor at 10.00 after a 12 hour trip with a bus and ferry boat.

After I arrived, I decided to take a shower and rest for a while. Then, I followed a trip with our guide to explore a few islands around Karimunjawa. On the next morning, we went snorkelling and explore more islands. We had fun, we also ate good food.

On the last day, I went shopping for some souvenirs. After that, I went to the harbour at 11.00. We arrived in Bandung at 23.00. I had a wonderful experience in Karimunjawa. It was the best trip of my life.

Adapted: <https://www.sonora.id/read/423882450/12-contoh-recount-text-singkat-berbagai-tema-dan-terjemahannya>

16. "I decided to take a shower and rest for a while." (paragraph one).

Identified the adverbial phrase!

- A. I decided
 - B. To take a shower
 - C. Take a shower and rest
 - D. For a while**
17. What time did the writer leave for Karimunjawa?
- A. At 10.00 PM**
 - B. At 11.00 AM
 - C. At 12.00 AM
 - D. At 11.00 PM
18. What did the writer do on the next morning?
- A. Take a shower and rest for a while
 - B. Followed a trip with the guide
 - C. Snorkelling and explore more islands**
 - D. Shopping for some souvenirs

19. Which of the following is NOT mentioned by the writer?
- A. The writer followed a trip with our guide.
 - B. The writer spend three day in Karimunjawa.**
 - C. The writer went snorkelling in Karimunjawa.
 - D. The writer explore a few islands around Karimunjawa.
20. "I had a wonderful experience in Karimunjawa" (paragraph three). The underlined word has the same meaning with
- A. Amazing**
 - B. Cheerful
 - C. Common
 - D. Standard

Text 5 for number 21-25.

Some years ago, my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered , we decided to start to go there at 5 p.m.

Along the ascent, we told about funny story, sang and sometimes stopped our weakness. Around 6 PM , we stopped to give change everyone to do the maghrib pray. At 7 PM we continued climbing until 9 night. Finally we got the top of the mountain, we prepared to set the tent, for girl prepared the dinner. After finishing all, we went bed.

Next day, we woke up earlier at 4 a.m, it meant to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the out bond games for us. Around 8, we finished having breakfast and continued having games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games, it was so fun.

The time showed 1 p.m, it was time to us to go back from the mountain. We tidied all and walk down the mountain. We felt so happy after climbing the mountain. Many experiences we got there, friendship and what a wonderful

world. I hope can get there again next time although I will never know.

Adapted: <https://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html>

21. The text is written in a form....
- A. Narrative text
 - B. Descriptive text
 - C. Recount text**
 - D. Procedure text
22. What is the topic of the text ?
- A. Climbed the mountain**
 - B. Camping
 - C. Funny story
 - D. Funny games
23. What time the writer arrive on the top of mountain?
- A. At 07.00 PM
 - B. At 09.00 PM**
 - C. At 06.00 PM
 - D. At 04.00 AM
24. "We were so amazed to see it directly through the mountain" (paragraph three). It refers to....
- A. Maghrib prays
 - B. Dinner
 - C. Breakfast
 - D. Sun rise**
25. Which of the following is NOT mentioned by the writer?
- A. The writer spend 3 hour to got the top of the mountain.**
 - B. The writer start at 5 P.M to go to the top of the mountain.
 - C. The writer arrived at 9 P.M on the top of mountain.
 - D. The writer go back from the mountain at 1 P.M.

Appendix 5 Documentation



Figure 1. Pretest experiment class



Figure 2. Pretest control class



Figure 3. Learning process used Jigsaw Technique in experiment class



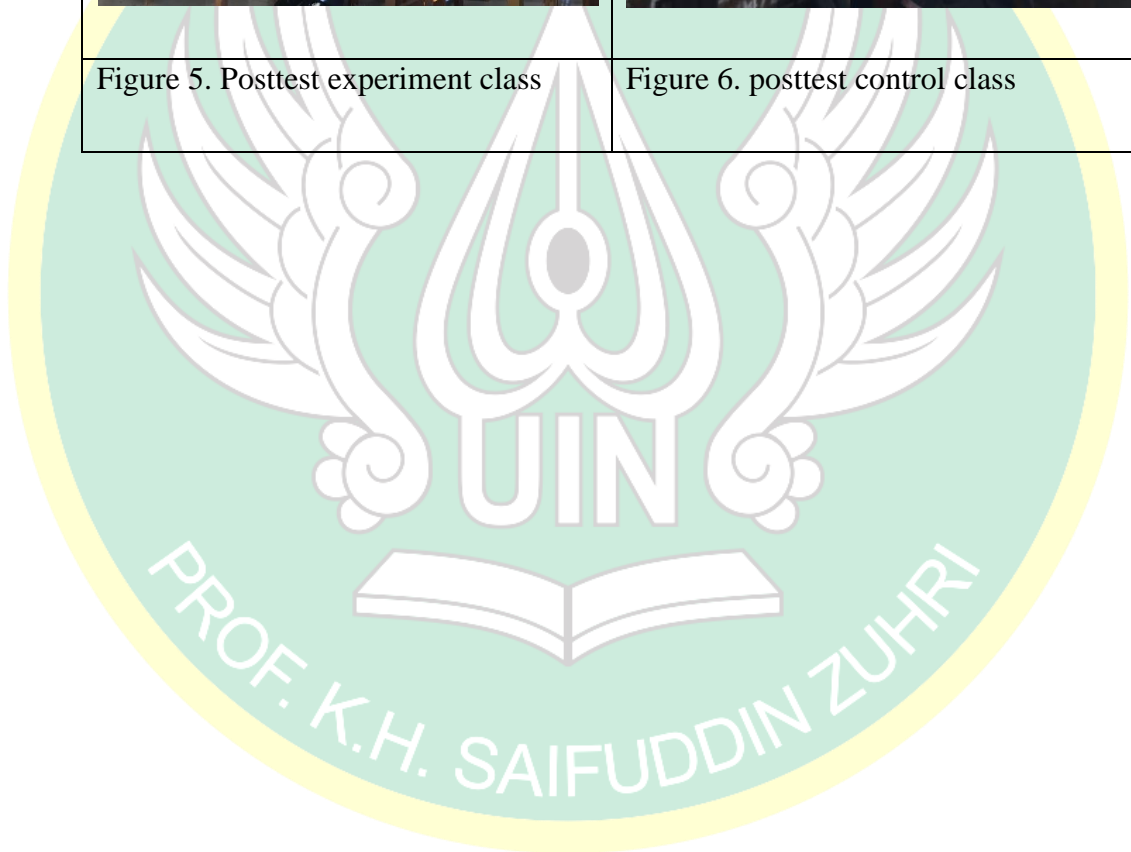
Figure 4. Observation in control class



Figure 5. Posttest experiment class



Figure 6. posttest control class



BIOGRAPHY

A. Profile

1. Name : Salsa Fatika Prayoga.
2. Student' Number : 2017404074.
3. Place/Date of Birth : Banyumas, 24 September 2002.
4. Adress : Ds. Pancasan Rt 08/04, kecamatan Ajibarang.
5. Name of Father : Dwi Suprayogi.
6. Name of Mother : Ely Nurhayatun.

B. Formal Education

1. MI Maarif NU 1 Pancasan, graduation year: 2014.
2. MTs Al ikhsan Beji, graduation year: 2017.
3. SMA Negeri 1 Ajibarang, graduation year: 2020.
4. UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, year of entry: 2020.

C. Organization Experiences

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Purwokerto, 04 Oktober 2024

Salsa Fatika Prayoga