THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION AT SEVENTH GRADE OF SMPN 159 JAKARTA

RESEARCH PAPAER

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Stated whole-heartedly that this thesis entitled “The **Influence Of Using Jigsaw Technique Toward Students’ Reading Comprehension At Seventh Grade of SMPN 159 Jakarta”** is originally made by the researcher. It is neither a plagiarism, nor made by others. The things related to other people’s works are written in quotation and included within bibliography. If it is proved that the researcher cheats, the researcher is ready to take the responsibility.

THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARD STUDENTS’ READING COMPREHENSION AT SEVENTH GRADE OF SMPN 159 JAKARTA

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ABSTRACT

The objective of this research was to find out the influence of using Jigsaw Technique toward students’ reading comprehension at seventh grade of SMPN 159 Jakarta. The researcher used quantitative research by applying quasi experimental design for conducting the research. The population of this research was the seventh-grade students of SMPN 159 Jakarta. The sample of this research was chosen using cluster random sampling. The groups were divided into Experimental Group and Control Group. Each group consists of 30 students. Pre-test was given to the groups at the beginning of the phase. Then treatment was given only to experimental group for two meetings. In experimental class the researcher used jigsaw technique as the teaching and in control class the researcher used three phase techniques. To find the influence, post-test was given to the groups. In testing the hypothesis, the researcher used t-test as formula to know the influence of using Jigsaw technique. The calculation showed the result of t_{count} was higher than t_{table} ($3.079 \geq 2.00$) with the significance 0.05 (5%). From those findings, it can be concluded that there was any influence of using Jigsaw Technique toward students’ reading comprehension at the seventh grade of SMPN 159 Jakarta.

Keyword: *Teaching Reading, Reading Comprehension, Jigsaw Technique*

CURRICULUM VITAE

The researcher's full name is Muh. Yazid Khusin. His nick name is Yazid. He was born in Pekalongan, May 15th 1995. He is the third son of Mr. Suyono and Mrs. Sri Rityawati. He has two brothers and one sister named Muslikhul Azam, Khoirotun Nafsi, and Muhamad Ikhsan.

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DEDICATION

I dedicate this research paper to:

My Beloved Parents

(Mr. Suyono & Mrs. Sri Rityawati)

You are the sun of my life. I could not be here without your support and efforts. Thank you for everything. There are no words that can describe how happy I was born as your son and I will always by your side.

My Beloved Brothers and Sister

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Khoirotun Nafsi S.Pd.

Muhamad Ikhsan

Who always give me motivation, caring and support

Motto

"And whoever strives only strives for [the benefit of] himself."

(QUR'AN SURAH 29:6)

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Finally, the research realizes this research paper is far from being perfect. Therefore, the researcher will be pleased to have some critism and suggestions from the readers. I hope that the result of this study will be useful for English department students especially who are interested in conducting further studies.

Serang,   November 2017

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately, people find many problems in reading. According to Nuttal (2000:2)

> reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

From the preliminary interview did by the researcher with English teacher of Grade VII SMP Negeri 159 Jakarta, there were many students in SMP Negeri 159 Jakarta that had difficulties in reading the English texts. The problem was related to the students' reading comprehension. The students found that understanding an English text was the most difficult subject for them. When they were given a text to read, they still got difficulties in getting meanings of difficult words so that they had to use their dictionaries when they found words they did not know the meaning. Teaching techniques in learning process were less interesting. Teaching media was not sufficient.

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The teaching materials were not suitable. The condition indicated that the students have low proficiency in understanding a text.

In teaching learning process, there were no interesting technique used by the teacher. The teaching learning process used teacher centered learning in delivering the lessons. Most of materials came from the teachers, so the students did not have full concentration on the lesson and doing something useless during the process of teaching learning. Secondly, the students got difficulties to remember and grasp the meaning of words when the teacher gave them some English words. The students also got difficulties when they had to translate the words. It was because there were no appropriate learning sources used to help the students for remembering the materials that were given. Thirdly, the students got difficulties in writing words or group of words correctly. It could be seen when they found some words that had double letters. Most of the students forgot to write down the second letter.

From the indicators that are mentioned above, students' marks are still lower than the passing grade, they need new activities which are more challenging and interesting. Many reading strategies need to be used to make the students active in doing reading comprehension activity. Harmer (2007: 127) states that teaching reading is teachers devote a great amount of time to develop reading skills and strategies to help students use the contextual clues (determine the meaning), make use of the background knowledge (to active schemata and to predict) and/or adapt different comprehension techniques (to organize the information the text).

Cooperative learning may be considerably more effective for the students than the attention of the teacher only in the class. Working in group, therefore, is believed to solve the problem.

According to Wichadee (2003:1-2),

> the students who do not like to speak in the large class are comfortable speaking out in a small group. Group member can complete their strength and weakness in learning English reading because each student has a different background and ability in learning English which he or she can bring to the group. Jigsaw is one of the activities of cooperative methods which can solve this problem.

Slavin (1995:111) says that in Jigsaw, most of working group include a Descriptive whereby students share information they have gathered with group mates and, in many cases, with the class as a whole. Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team is to succeed, team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

Based on the problem above, the researcher conducted a research entitled "The Influence of Using Jigsaw Technique towards Students' Reading Comprehension the Seventh Grade of SMPN 159 Jakarta"

1.2. Identification of the Problem

Based on the background of problems above, the researcher identified the problems as follow:

1. The students’ achievement in reading was still low.
2. The students’ motivation in reading was poor.
3. Teaching techniques in learning process were not interesting.
4. Teaching media was not sufficient.
5. The teaching materials were not suitable.

1.3. Limitation of the Problem

In line with the identification of the problems above, the researcher focused on finding out the influence of using Jigsaw technique towards Students’ Reading Comprehension at the Seventh Grade of SMPN 159 Jakarta.

1.4. Formulation of the problem

Based on the limitation of problem above, this research was aimed to solve the problems on the students’ Reading comprehension. The research question that was proposed in this study was, **“**Is there any influence of using Jigsaw technique towards Students’ Reading Comprehension in Descriptive text at the Seventh Grade of SMPN 159 Jakarta?”

1.5. Objective of the Research

Based on the research question, the purpose of the research is to find out whether there is any influence of using Jigsaw technique in Descriptive text at Seventh Grade of SMPN 159 Jakarta or not.

1.6. Hypothesis

1. The Null hypothesis (Ho)

   Ho: $\mu 1 = \mu 2$ = there is no influence of using Jigsaw technique towards Students' Reading Comprehension in Descriptive text at the Seventh Grade of SMPN 159 Jakarta.

2. The Alternative hypothesis (Ha)

   Ha: $\mu 1 \neq \mu 2$ = there is influence of using Jigsaw technique towards Students' Reading Comprehension in Descriptive text at the Seventh Grade of SMPN 159 Jakarta.

Specifically, this study uses alternative hypothesis (Ha), which means that there are differences between students who are taught by Jigsaw with students who do not.

1.7. Operational Definition

A. Reading

According to Nuttal (2000:2),

> reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

B. Reading Comprehension

According to Klingner, Vaughn and Boardman (2007:2) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text. They summarized reading comprehension instruction for the teacher as following a three-step Descriptive: mentioning, practicing, and assessing. That is, teacher will mention the skills that the students want to use, then they will give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

C. Descriptive Text

According to Pardiyono (2007: 34) “Description is a type of written text, which has the specific function to give description about an object (human or non-human)”

Based on the theory above, descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, descriptive text is the best reading material.

D. Jigsaw

Slavin (1995:111) says that Jigsaw includes a procedure whereby students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores

1.8. Organization of the Paper

This research proposal is systematically divided into three chapters. The following is short description about what each chapter contains.

Chapter I: Introduction. It includes background of the problem, identification of the problem, Limitation of the problem, Formulation of the

Problem, Objective of the Research, Hypothesis, Operational Definition and Organization of the Paper.

Chapter II: Theoretical Frameworks. This chapter presents theories, literature related to the study and previous study.

Chapter III: Research Methodology. This chapter presents Research Design, Research Variables, Research Population and Sample, Time and Place, Research Instrument, Data Collecting Technique, Validity and Reliability, Data Analysis, and Research Descriptive.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter covered theories and previous study. The theories was about reading, reading comprehension, jigsaw technique and descriptive text.

2.1 Reading

2.1.1 Definition of Reading

There are many definitions of reading where the researcher has defined the term of reading on their point of views. The first explanation is made by Grabe (2009: 14), “reading is the process of receiving and interpreting information encoded in language form via the medium of print”. As noted above, reading is a process where the reader decodes information in the text appropriately. Reading combines between getting the information and understanding the meaning.

According to Harmer (2007: 127),

> teaching reading is teachers devote a great amount of time to develop reading skills and strategies to help students use the contextual clues (determine the meaning), make use of the background knowledge (to active schemata and to predict) and/or adapt different comprehension techniques (to organize the information the text).

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According to Lado (1965:134), "the task of teaching reading can be divided into following parts":

1) Pre-reading: identifying the graphemes.
2) Association the graphemes and the language.
3) Habit: reading what is the spoken.
4) Reading Aloud: speaking what is written.
5) Reading for Information: technical, cultural, recreational.
6) Diversification: reading different styles of graphemes and of language.
7) Reading Power: vocabulary building and speed.
8) Literature: esthetic experience.

There are four basic aspects of reading according to Heilman et al. (1981:4) which most authorities agreed. They are as follow:

1) Reading is interacting with language that has been coded into print
2) The product of interacting with the printed language should be comprehension;
3) Reading ability is closely related to oral language ability;
4) Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.

Based on all the theories above, it can be concluded that reading comprehension is a passive skill that the process of constructing meaning of the text tend to make the reader to be active to understand the information.

There is interaction between the reader and the writer through the text. The interaction will result the transmissions of knowledge and enable the reader to gain new knowledge.

2.1.2 Purpose of Reading

According to Grabe and Stoller (2002:13) there several purposes of reading namely:

1) Reading to search for simple information.
2) Reading to skim quickly.
3) Reading to learn from texts.
4) Reading to integrate information.
5) Reading to write (or search for information need for writing)
6) Reading to critique texts
7) Reading for general comprehension

Reading to search for simple information is a common reading ability, though some researchers see in as a relatively independent cognitive process. Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information for text.

2.1.3 The Types of Reading

In the previous section, the researcher has introduced the definition of reading comprehension from the linguists. Further information about the types of reading are defined by Brown (2010:228-229):

1. Perceptive

Brown (2010:228) says that Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphitic symbols. In this case the learners are expected becoming literate in both of their native language or in language that they have learned. By doing this task they will get a lot benefits, one of them is they will be able to write and read.

2. Selective

Brown (2010:228) says that this category is largely an artifact of assessment formats. In order to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple-choice, etc. It means that the learners are expected to understand more detail about the language that they have learned.

3. Interactive

Brown (2010:229) says that included among interaction reading types are stretches of language of several paragraphs to one page or more in which the reader must in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. So the reader or listener has to make the text into graph or schemata in order to make simple and easier in understanding it without reading the whole text. Hence the reader can understand immediately by looking the schemata with a little note below it.

4. Extensive

Brown (2010:229) says that Extensive reading, applies to text of more than a page, up to and including professional articles, essay, technical reports, short stories, and books. The learners must understand the whole text that they have read and the last they can answer the question based on the text.

Based on the type of reading above, the researcher thinks that extensive reading is very useful for increasing student reading skill. Therefore, the reason for choosing extensive reading is the students will know lots of vocabulary. In the other hand, extensive reading is one of the best and simple ways to learn foreign language in all levels of learners especially in reading comprehension.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Reading comprehension has a deeper meaning to elaborate than from reading in general. According to Heilman, Blair and Rupley (1981: 242), "reading comprehension is a process making sense of written ideas through meaningful interpretation and interaction language". In addition, Burns, et al (1984: 2) states that reading comprehension ability is the ability in speed and comprehends about the content in the text.

Based on explanations above, it can be concluded that reading comprehension means the students will be able to understanding the implicit and explicit meaning of the texts. When the readers have finished reading, they will get the whole understanding about the text. The reader must be able to make a sense of the ideas conveyed in the text. Reading comprehension also deals with the words extracting and words constructing to emphasize both the importance and the insufficiencies of the text as a determination of reading comprehension.

2.2.2 Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According to Brown (2001: 306-311), the following are several strategies which can be applied in the teaching reading comprehension in the classroom:

a) Brown (2001: 306) says that dentifying the purpose in reading. By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts.

b) Brown (2001: 306) says that sing graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners).At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also needs to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc).

c) Brown (2001: 307) says that sing efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d) Skimming the text for the main ideas. Brown (2001: 308) says that Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas.

e) Scanning the text for specific information. Brown (2001: 308) says that Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

f) Using semantic mapping or clustering. Brown (2001:308) says that readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

g) Guessing when you are not certain. Brown (2001: 309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

   a. guess the meaning of a word,
   b. Guess grammatical relationship (e.g., a pronoun reference),
   c. Guess a discourse relationship,
   d. Infer implied meaning ("between the lines"),

e. Guess about a cultural reference, and

f. Guess content messages.

h) Analysing vocabulary

According to Brown Brown (2001: 309), one way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here :

a. look for prefixes (*co-*,*inter-*,*un-*,etc) that may give clues
b. look for suffixes (*-tion, -tive, -ally*,-etc) that may indicate what part of speech it is
c. look for roots that are familiar (*e.g.*, *interviewing* may be a word a student who does not know, but recognizing that the root *vent* comes from Latin "to come" would yield the meeting "to come in between)
d. Look for grammatical context that may signal information.
e. Look at the semantic context (topic) for clues.

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

2.3 General Concept of Cooperative Learning

One of method in teaching which is mostly applicable in nowadays teaching in cooperative learning Slavin (2008: 4) states that cooperative learning is a method of instruction that has students are worked together in groups, usually with the goal of completing a specific task. This method can help student develop leadership skill and the ability to work with others as a team. This method is different with other discussion method because there is a procedure in applying the method. Manuel D and Harriet (2004: 1) state that the principles of cooperative learning are designed to get the student involved by transferring some of these activities to the student. Cooperative learning strategies are designed to motivate the students‟ interest and help their retention of key ideas by encouraging them to participate in discussions.

2.4. Jigsaw Reading Technique

2.4.1. The Definitions of Jigsaw

Cooperative learning or group work method has several activities in the teaching learning. Jigsaw is one of the activities in the cooperative learning. In cooperative learning, students cooperate with their friends to discuss the topic they study but when the students are given to study their own topic, it is the danger because the students tend only to study their own topic and the students do not want to study their friends’ topic. Jigsaw is one of activities of cooperative methods which can solve this problem. Slavin

(1995:111) says that Jigsaw includes a procedure whereby students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team wants to be successful, the team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

Slavin (1995:122) says that jigsaw is one of the working group or cooperative activities which are applicable in the teaching reading comprehension. It is one type of the simplest method of cooperative learning. It is developed by Elliot Aronson at the University of California. This is the way to give stimulus for the students to be motivated to learn so that they will be able to read better and get better achievement.

Teaching reading will be easier because this way asks the students to be active in the class. They will be in the team consisting of various good students and weak students. Every team consist of 5-6 students and they will study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in a team should be responsible for her/his own material to the member of his/her own team.

2.4.2. Implementation of Jigsaw

According to Aronson (2013:448) the implementation of jigsaw in classroom is very simple use.

1.Dividing students into 4-6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.

2.Appointing one student from each group as the leader. Initially, this person should be the most mature student in the group.

3. Dividing the days' lesson into 4-6 segments. For example, if you want to ask to the students to write a topic about sport, you might divide the topic into stand-alone topic on: 1) badminton, (2) badminton, (3) swimming, (4) volley ball, (5) running.

4.Assigning each student to learn one segment, making sure students have direct access only their segment.

5. Giving students time to read the topic at least twice and become familiar with the topic.

6.From temporary "expert group" by having one student from each jigsaw group join other students assigned to the same segment. Give students to the expert groups time to discuss the main point of their segment and to rehearse the presentation they will make to their jigsaw group.

7.Bringing the student back into their jigsaw group.

8. Asking each student to present her or his segment to the group. Encourage others in the groups to ask questions for clarification.
9. Floating the group, observing the process, if any group is having trouble, (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, its best for the group leader to handle task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and game but really count.

Based on opinion above, it can be concluded jigsaw is model learning technique of cooperative learning, with students learn in small group consist of four until six people, diverse inter gender ethnicity, race and ability, cooperative in positive interdependence and responsible to present the task for each member.

2.5 Descriptive Text

2.5.1 Definition of Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, descriptive text is the best reading material.

From those, it can be said that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is a group of sentences that describes a noun. Noun is a person, a place or a thing. The purpose of descriptive writing is giving a clear picture about something, someone or certain places and the appropriate organization..

2.5.2. Purpose

According to Pardiyono (2007: 34) "Description is a type of written text, which has the specific function to give description about an object (human or non-human)."

2.5.3. Generic Structure

Pardiyono (2007: 34), said that the rhetorical structure of descriptive text is describe as follow:

1. Identification; identifying the phenomenon to be described.
2. Description; describing the phenomenon in parts, qualities, or/and characteristics

2.6 Previous Study

There are some previous studies related to this research. The first research was conducted by Ika Kusriani (2013) who conducted the research entitled" *Using Jigsaw Technique to Improve Reading Comprehension Skill*". This research focuses on improving reading comprehension by using Jigsaw Technique in Reading Comprehension of the eighth grade students of SMPN 3 Mlati in Yogyakarta. There are some problems appeared in classroom while reading learning. The students have difficulties in reading comprehension. For that reason, the researcher conducted Classroom Action Research. The research was conducted in two cycles. It is followed by evaluation of a test. The finding showed the students' reading comprehension at eighth grade has improved. Then, the students' responses to learning were positive. Their participation in cycle II has improved from cycle I and the teaching learning process was good. Jigsaw is a good technique, which can be applied by the teacher in classroom to improve students reading comprehension.

The other research was done by Novianto (2012) who conducted the research entitled "*The Effort to Improve the Students' Reading Comprehension using Jigsaw Technique"*. This study tried to find out whether the jigsaw technique could improve the students' reading comprehension or not. This study was classified into action research. The subject of the research was the second year students of SMAN 1 Kalasan Yogyakarta. In conclusion of the study, Novianto (2012:173-174) said that all students were enthusiastic in joining the reading class, they all were active in sharing and discussing their texts in their expert group and they all presented their texts to their jigsaw group mates and the students dared to share and ask their friends when they got the problems or when they did not know about the texts they read after the jigsaw technique was implemented in the class.

In this research, the researcher will use the same technique namely Jigsaw Technique. The researcher tends to prove the influence of Jigsaw Technique in teaching English lesson. There is a difference with this research and the two previous researches, in the two researches they used classroom action research as their research design meanwhile the researcher will use quasi-experimental design.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents an overview of the methodology of the research. It consists of the research design, research setting, research population and sample, data collecting technique, validity and reliability, data analysis technique, hypothesis test, and research procedure.

3.1 Research Design

The purpose of this research is to know the influence of jigsaw in teaching reading, especially in reading descriptive text. The researcher uses quantitative method because this method focuses on statistical analysis. Having stated by Sugiyono (2009: 14), "quantitative method is a method of data analysis that use quantitative or statistics with the aim to test the hypothesis that have been determined".

The researcher took quasi-experimental as the research design of this study. Based on Sugiyono (2009: 77), "the quasi-experimental design is the research design which is aimed at discovering the influence of particular treatment". The experimental class used jigsaw as the teaching technique and the control class used three-phase technique as the teaching technique. This study concerned on pre-test and post-test experimental class design.

The formula of this design is as follow:

Table 3.1 *Research Design*

Sample	**Pretest**	**Treatment**	**Posttest**
Experimental Class (EG)	T1	X	T2
Control Class (CG)	T1	-	T2

Ary et al. (2010)

Note:

Y1 : Pretest to Experimental Class and Control Class

Y2 : Posttest to Experimental Class and Control Class

X : Recieve the treatment using mind mapping technique

Based on the table above, an experimental class refers to class of students that received the treatment. The control class referred to a control of students that did not receive the treatment and it was needed for comparison purposes. The treatment was given to find out the effect of Jigsaw technique in teaching descriptive text toward students' reading comprehension. After conducing pretest, treatment and posttest, the data was interpreted.

3.2 Research Site and Time

This research was conducted at SMPN 159 Jakarta, which is located at Jl. Jembatan Besi Raya No. 24, Kelurahan. Jembatan Besi, Kecamatan. Tambora, Jakarta Barat, DKI Jakarta. The researcher chose this school because the researcher found that the students were having difficulties to comprehend a descriptive text. The researcher observed and chose the relevant class to be the experiment and control class.

3.3 Research Variable

Sugiyono (2009: 60) stated that in general, research variable is something that is selected by the researcher to be studied in order to get the information which is related to the research. In this research, the researcher will use two variables as follow:

a. Independent variable; jigsaw technique

b. Dependent variable; Students' reading comprehension in descriptive text

3.4 Research Population and Sample

3.4.1 Population

Sugiyono (2009: 80) defines that population is a generalization which is involved object and subject that have a particular quality and characteristic that is selected and observed by the researcher to gain information. The population of this research was the seventh grade of SMPN 159 Jakarta.

This research involved two classes of the seventh grade students as the participants. The total number of seventh grade students of SMPN 159 Jakarta are 200 within six classes, and the average of each class is 33 students. The participants were from the seventh grade because descriptive text was taught at the seventh grade.

3.4.2 Sample

Sample is the part of total and characteristic which is included in the population. Sugiyono (2009: 81) argues that if the population is large and the researcher cannot take all of the population to be studied, so the researcher could take a sample from the population.

The researcher determined the sample by using cluster random sampling by lottery. According to Sugiyono (2012: 94), “Cluster Random Sampling is a sampling technique of the area used to determine the sample if the object to be researched or the source of data is very broad”. In this study, the researcher took two classes from seventh class as the sample.

3.5 Research Instrument

Based on the variable that was taken by the researcher, the researcher used test as the research instrument. Riduwan (2011: 76) states that test as the instrument of data collection is a set of questions or exercises which is used to measure skill, knowledge, intelligence, ability and talent of students. As the variables of this research was jigsaw technique and student's reading skill in descriptive text, so the test that was given was written test. The students were asked to read a descriptive text. The tests that was given by the researcher was pre-test before the treatment and post-test after the treatment. The tests were given to measure the students' reading skill in descriptive text whether the treatment was giving the influence or not after treatment.

3.5.1 Pre-test

The researcher gave pre-test in order to know the students' reading ability. The pre-test was conducted before the treatment in both experiment and control class. The item that was used in pre-test was written test.

3.5.2 Post-test

The researcher gave the post-test to find out whether the treatment was giving influence or not to the experiment class in teaching reading descriptive text. The item that was used in post-test was similar to the pre-test.

3.6 Data Collecting Technique

In collecting the data, the researcher used tests (pre-test and post-test). To collect the data regarding the first research questions, the researcher used test which consists of some items/questions in multiple choice forms.

In this research, the tests were divided into two types. There were pre-test and post-test. Pre-test was applied to both groups as the first step of the study. Its purpose was to know how the students' reading comprehension before they received the treatment in teaching reading. The students answered the question based on the text.

The study also applied the post-test at the end of the study. It was to know whether there was any improvement of students reading comprehension by using jigsaw teaching strategy or not. The post-test was applied in both of groups; experimental and control group. This intended to find the differences between students' score of both groups.

Each of the test consists of 20 multiple-choices questions. It consisted of four answer choices that began from A to D. Before the test was applied for the students, the researcher woul have conducted the try-out. The researcher conducted the try-out test to measure the validity and reliability of the instruments. The try-out as given to other class outside of the control and experimental class.

In scoring technique, the researcher gave score in range 0-100 points. It will be described as follows:

Score *= (Total of Right Answer) X (20)*

= 100 (if right answers are complete)

3.7 Validity and Reliability

3.7.1 Validity

Arikunto (2013: 211) stated that the instrument is called valid if it could measure the data from the variable which is accurately researched.

The frequency of validity shows how far the collected data are not deviated from the validity means.

There are two kinds of validity test according to the way of the test; they are External Validities and Internal Validities.

a. External Validity, the instrument reached if the data which is produced by the instrument is appropriate with the information that related from the variable of the research.

b. Internal Validity, the validity reached when there is appropriateness between the parts of instrument with the instrument itself generally.

"The validity of a measuring instrument is a degree of consistency with which measures whatever it is measuring (Ary et al, 1982: 295). In this research, the researcher used *Pearson Product Moment* (r) to know the validity of the instrument, the formula as follow:

$$r = \frac{n(\sum XY) - \sum X \sum Y}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

In which:

r_{xy} = Pearson Product Moment

n = Total number of students

X = The sum of score in X

Y = The sum of score in Y

xy = The sum of score

x^2 = The sum of squared score in X

y^2 = The sum of squared score in Y

$\sum$ = The sum of added them of

(Source: Riduwan, 2008:97)

3.7.2 Reliability

"The reliability of a measuring instrument is a degree of consistency with which measures whatever it is measuring (Ary et al, 1982:295). To know the reliability of the test, the researcher was used *Spearman-Brown* as follows:

$$r_{11} = \frac{2\,X\,r_{1/21/2}}{(1 + r_{1/21/2)}}$$

Notes:

r_{11} : The reliability of the instrument (test)

$r_{1/21/2}$: Index correlation (referred to as the index of correlation)

Moreover, to know the criteria of reliability as follow:

If $r_{11} \geq r_{table}$: It indicates that instrument (test) is reliable

If $r_{11} \leq r_{table}$: It indicates that instrument (test) is not reliable.

3.8 Data Analysis Technique

The data taken from the students' results of the tests. The researcher did the analysis in order to know the result of the control and experimental class of their achievement in reading descriptive text.

This research used parametric statistic which is involving normality, homogeneity, and test of significant value to test the result.

3.8.1 Normality Test

In order to test the normality of the pre-test and post-test, the researcher used *graphical method* for normality of distribution test. The graphic indicated whether the distribution of data is normal or not. According to Hatch and Farhady (1982: 65), there are three properties to show the data has normal distribution as follow.

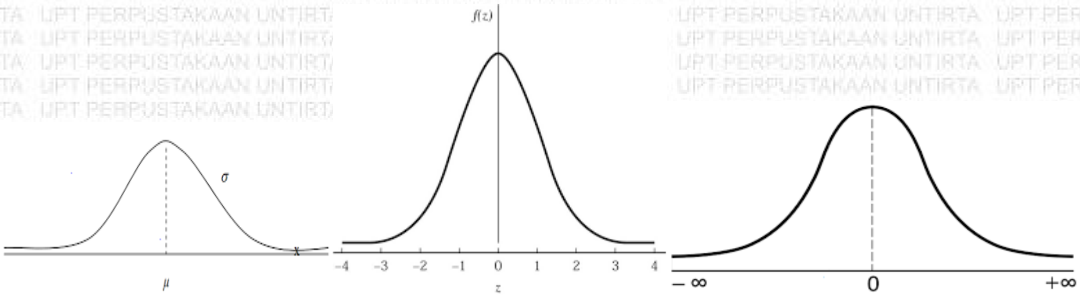

Figure 3.1 Normal Distribution

There are some steps to change the data into the graphic of normal distribution:

a. Found the highest score and the lowest score, then calculate the range (R)

b. Calculate the sum of classes (BK) with the form as follow:

BK = 1 + 3.3 Log N

Note: N = sum of the students

c. Calculate the interval of class (I) with the form as follow:

$$I = \frac{R}{BK}$$

d. Make the table of distribution data frequency of pre-test and post-test. After making the table then draw the graphic of normal distribution to input the data.

3.8.2 Homogeneity Test

In order to test the homogeneity of the variant data from two classes to analyze the data, the researcher used F_{count} formula as follow:

$$\boxed{F_{count} = \frac{BV}{SV}\mathrm{I}}$$

Notes:

F_{count} : F value

BV : The biggest variant

SV : The smallest variant

Furthermore, to know the criteria of homogeneity as follow:

If $F_{count} \geq F_{table}$: it indicates not homogenous

If $F_{count} \leq F_{table}$: it indicates homogenous

(Riduwan, 2011: 120)

3.8.3 Test of Significant Value

This research used this formula to measure the average of each test and the significance differences between control and experimental class. The formula was drawn as follow:

$$T_{xy} = \frac{M_x - M_y}{\sqrt{\left\{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right\}\left\{\frac{1}{N_x} + \frac{1}{Ny}\right\}}}$$

Notes:

T_{xy} : T-test

M_x : Mean of deviation of experiment class

M_y : Mean of deviation of control class

X_1 : Sum of the squared deviation score of experiment class

X_2 : Sum of the squared deviation score of control class

N_1 : The number of student of experiment class

N_2 : The number of student of control class

2 : Constant number

(Arikunto, 2010: 280)

The criterion of significant value of the correlation as follow:

$$\text{If } t_{count} \leq t_{table} = H_o \text{ rejected}$$

$$\text{If } t_{count} \geq t_{table} = H_a \text{ accepted}$$

3.8.4 Hypothesis Test

The researcher presented the alternative hypothesis (H_a) and the null hypothesis (H_0) in this research. The alternative hypothesis (H_a) was that jigsaw technique was giving influence toward students' descriptive reading.

Whereas, the null hypothesis (H_0) in this study, jigsaw technique was not giving significant influence toward students' descriptive reading. Hypothesizes are formulated as follow:

$$H_a = X_1 \neq X_2$$

$$H_0 = X_1 = X_2$$

According to Arikunto (2010: 72) a hypothesis is formulated to show the influence of two variables' relationship. Therefore, by rejecting the null hypothesis, the research is able to support the correctness of the alternative hypothesis, which means that the experiment will work.

3.8.5 The Effect Size (r)

According to Coolidge (2000 : 151), the effect size independent t_{test} refers to how strongly the independent variable influences the dependent variable. To find the value of effect size (r), the researcher used this formula as follows:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

Where:

r : effect size

t^2 : t_{count} from the calculation of independent t_{test}

d.f : degree of freedom

To calculate the value of effect size (r), the researcher used these steps as follow:

1. Calculate the value of effect size (r) by using this formula:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

2. Interpret the value of effect size (r) by seeing this scale:

Table 3.3 *Table of Effect Size*

Effect Size	r_{count}
Small	0.100
Medium	0.234
Large	0.371

(Coolidge, 2000: 151)

3.9 Research Procedure

The researcher was conducted some steps to do the research. The steps are as follows:

1. Asked permission to conduct the research.
2. Observe the research subject.

3. Determined the research population and sample.
4. Formulated the problem.
5. Chose the research method which was appropriate to the research.
6. Designing the instrument for pre-test and post-test.
7. Conducted try out.
8. Conducted pre-test and post-test, then evaluating the result.
    a. For Control Class:
        1) Giving pre-test
        2) Giving appropriate material
        3) Giving different treatment (conventional method)
        4) Giving post-test
    b. For Experimental Class
        1) Giving pre-test before treatment
        2) Giving appropriate material using Jigsaw technique
        3) Giving post-test after treatment
9. The data was collected
10. The data was analyzed by the researcher
11. Concluding the data result

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CHAPTER IV

RESULT AND DISCUSSION

4.1 Research Finding

The objective of this research was to find out the effectiveness of using jigsaw technique toward students' reading comprehension in descriptive text at the tenth grade. The research was conducted at SMP Negeri 159 Jakarta in academic year 2017/2018 with the students at the seventh grade as the subject. The subject of this research were divided into two classes that chosen by cluster random sampling technique. The researcher chose VII C as experimental group and VII D as control group. In experimental class consist of 30 students and 30 students in control class. So, the sample of this research was 60 students.

The researcher used tests as the instrument to know the influence. The tests were divided into two kinds pre-test and post-test. The tests were conducted to get the data of students' reading comprehension.

In this research, the data were collected in two weeks. The data were collected in three meetings of the research. The pre-test was given to the both of the group at the first meeting of the research. Then the researcher did the treatment in both groups.

Finally, the post test was given at the last meeting of the research. After collecting the data, the researcher calculated and analyzed the students' score of pre-test and post-test both of classes.

4.2 Result of Validity and Reliability

4.2.1 Validity of Try-out

The purpose of giving try-out was to know the validity and reliability of the test. There are 32 students who followed this test. To find the validity of this test, the researcher used Product Moment formula. The result of validity for each item can be seen on appendix in table of validity.

After giving try out there were 43 items which are valid. The items were valid because they had higher r_{xy} than r_{table} or $r_{xy} \geq r_{table}$. Meanwhile, there were 8 items which are not valid. The items were not valid because they had lower r_{xy} than r_{table} or $r_{xy} \leq r_{table}$.

4.2.2 Reliability of Try-out

To find the reliability of this test, the researcher used *Cronbach Alpha Formula*.

Table 4.1

The Result of Reliability of Try-Out

N	**X**	**X²**	**Y**	**Y²**	**XY**
32	622	12232	581	10789	11385

$$r_{xy} = \frac{n(\sum XY) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\{n\left(\sum X^{2}\right) - \left(\sum X\right)^{2}\}\{n(\sum Y^{2}\left(\sum Y\right)^{2}\}}}$$

$$r_{xy} = \frac{32(11385) - (622)(581)}{\sqrt{\{32(12232) - (622)_{2}\}\{32(10789) - (581)\}}}$$

$$r_{xy} = \frac{364320 - 361382}{\sqrt{(391424 - 386884)(345248 - 337561)}}$$

$$r_{xy} = \frac{2938}{\sqrt{(4540)(7687)}}$$

$$r_{xy} = \frac{2938}{\sqrt{34898980}}$$

$$r_{xy} = \frac{2938}{5907{,}5}$$

$$r_{xy} = 0{,}4973$$

After calculated the value of $r_{1/21/2}$, then insert the value of $r_{1/21/2}$ into *Spearman Brown* formula.

$$r_{11} = \frac{2\,X\,r_{1/21/2}}{(1+r_{1/21/2})}$$

$$r_{11} = \frac{2\,X\,0{,}4973}{(1+0{,}4973)}$$

$$r_{11} = \frac{0{,}9946}{1{,}4973}$$

$$r_{11} = 0{,}6643$$

Based on the result of Reliability of the test, it could be seen from r table with the 32 total despondences (*df*= n-1) 32 -1 = 31. It was Calculated $r_{11} \geq r_{table}$ or 0,6643≥0,344. It can be concluded that the test was reliable.

4.3 Result of Pre-Test and Post-Test

4.3.1 Result of Pre-Test

Pre-test was given to get the data of students' reading comprehension before giving the treatment. Control class and experimental class got the same pre-test. Control class is VII D and experimental class is VII C. There were 30 two students of experimental class and 30 students of control class. The pre-test result of control class and experimental class can be seen on appendix.

Table 4.2

Result of Pre-test of Control Class and Experimental Class

Specification	**Control Class**	**Experimental Class**
Mean	62.13	65.1
Maximum Score	80	80
Minimum Score	40	45

Based on the table above, the experimental class had higher maximum score than control class and the control class had lower minimum score than experimental class. The result of mean of control class and experimental class were different.

The mean of control class was lower than the mean of experimental class or 62.13 ≤ 65.1. The mean difference of them was 2.97 point.

4.3.2 Result of Post-Test

After giving the treatment to the students, then the researcher gave post-test to get the data of students' reading comprehension. Control class and experimental class got the same post-test. There were thirty students of each class.

Table 4.3

Result of Post-test of Control Class and Experimental Class

Specification	Control Class	Experimental Class
Mean	64	73.53
Maximum Score	85	90
Minimum Score	45	50

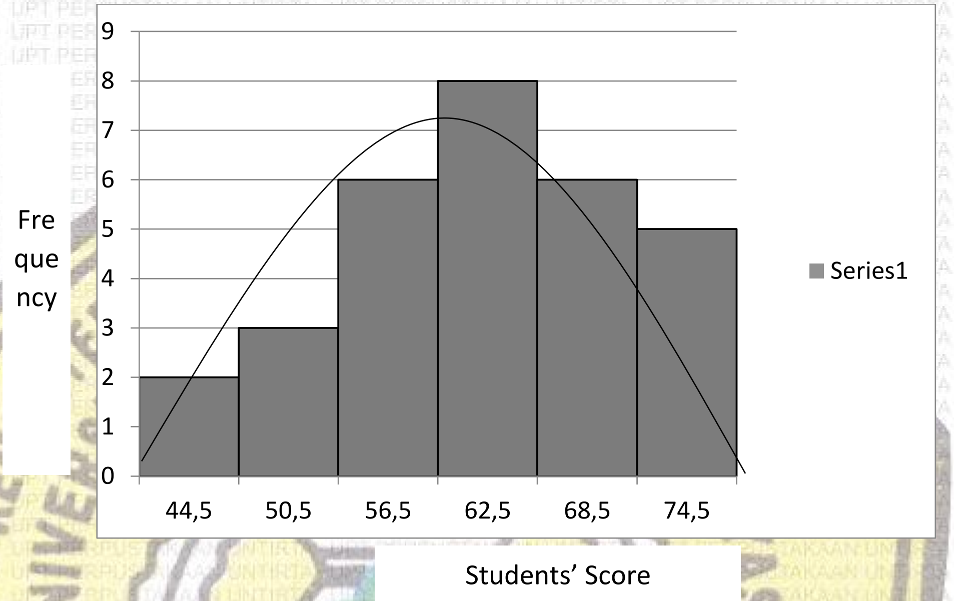
Based on the table above, the post-test result of control class and experimental class was different. The post-test mean of control class was lower than the post-test mean of experimental class or 64 ≤ 73.53 The mean difference of them was 9.53.

4.4 Normality of the Tests

The researcher used normality test in order to test whether the distribution of the test was normally distributed. The researcher used *graphical method* to measure the data normality. The result of normality distribution as follow:

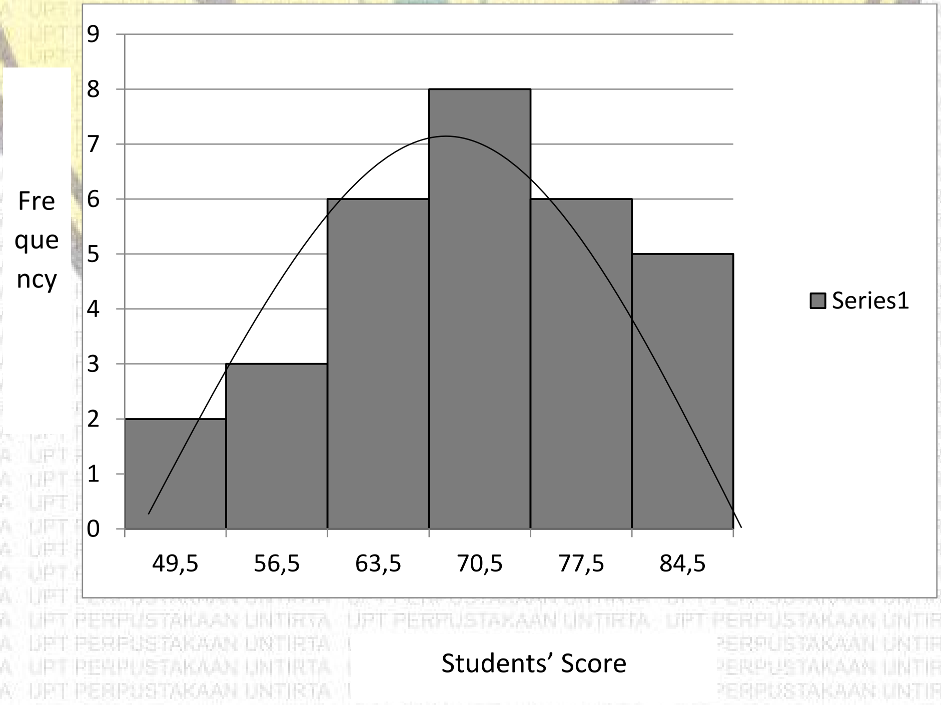
4.4.1 Normality of Pre-test and Post-test Experimental class.

a. Pre-test



Based on the result of graphic above, it showed that the pre-test of experimental class was normally distributed.

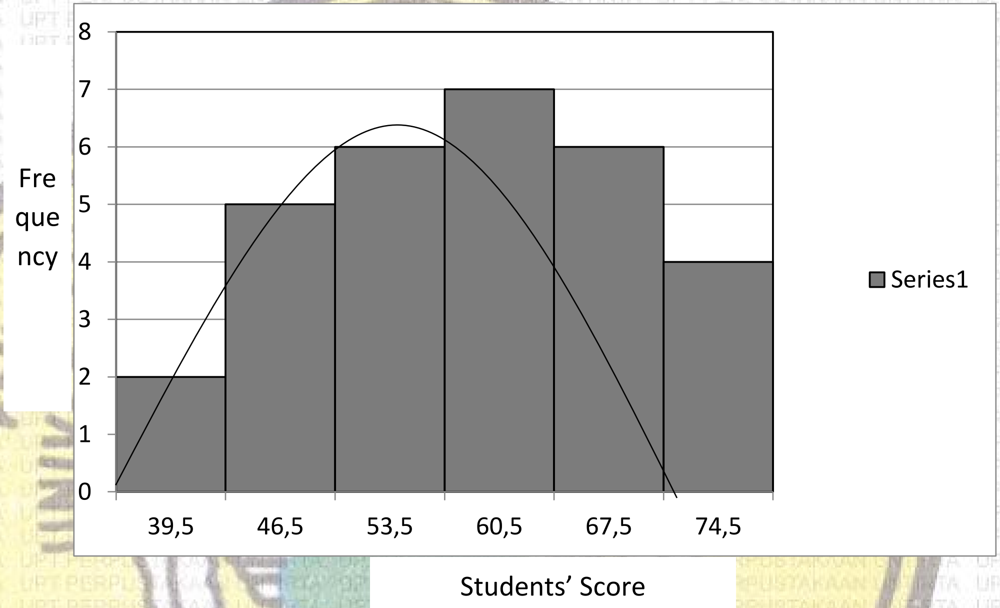
b. Post-test



Based on the result of graphic above, it showed that the post-test of experimental class was normally distributed.

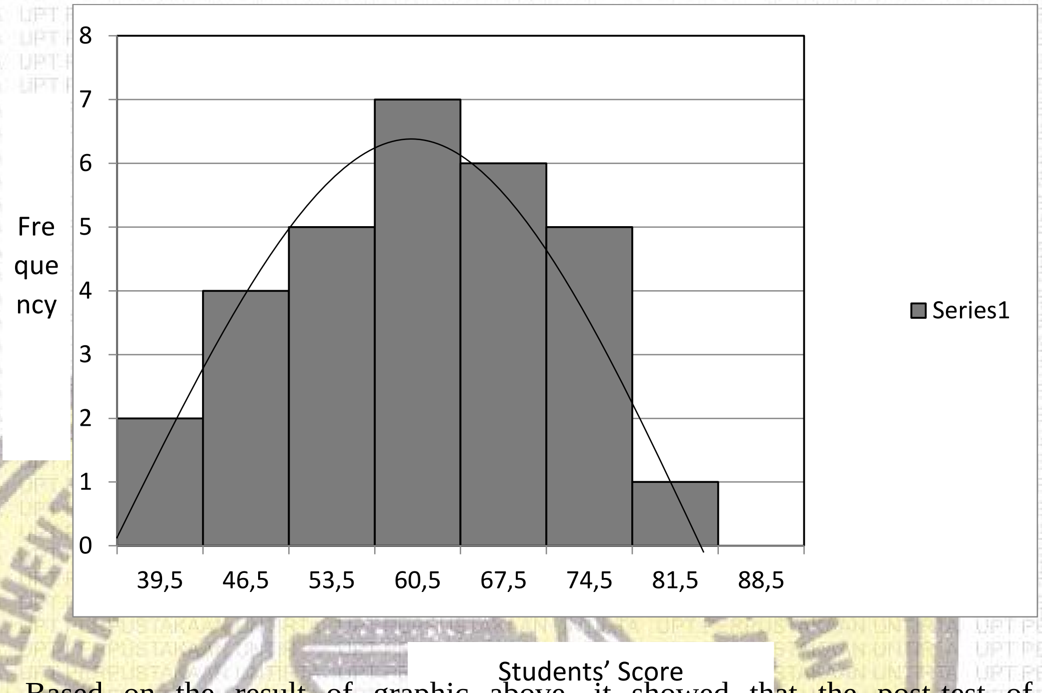
4.4.2 Normality of Pre-test and Post-test Control class

a. Pre-test



Based on the result of graphic above, it showed that the pre-test of control class was normally distributed.

b. Post-test



Based on the result of graphic above, it showed that the post-test of experimental class was normally distributed.

4.5 Homogeneity of the Tests

The researcher used homogeneity test to find out the similarity between control and experimental class. As has been mentioned in chapter III, here are the criteria of homogeneity:

If $F_{count} \geq F_{table}$: it indicates not homogenous

If $F_{count} \leq F_{table}$: it indicates homogenous

The total variances of the students' score were calculated (see appendix III). The result of sample homogeneity of the pre-test was 1.18, and the result of sample homogeneity of the post-test was 1.003. Then, it was obtained by comparing the value of the highest variance and the lowest variance with significance level of 0.05 for dk = 27 with the F_{table} = 4.210.

Table 4.4 *Result of the Homogeneity Test at Control and Experimental Class*

Group	**F_{count} Pre-test**	**F_{count} Post-test**	F_{table}
Control and Experimental	1.18	1.003	4.21

Pre-test: $F_{count} < F_{table}$ = 1.18 < 4.21

Post-test: $F_{count} < F_{table}$ = 1.003 < 4.21

Therefore, the variances of those two variables of both classes were **homogenous**.

4.6 Hypothesis test

$$t_{count} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 \pm \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t_{count} = \frac{71.833 - 63.333}{\sqrt{\left(\frac{3024.17. + 3616.67}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t_{count} = \frac{8.5}{\sqrt{\left(\frac{6640.84}{58}\right)(0.066)}}$$

$t_{count} = \frac{8.5}{\sqrt{(114.497)(0.066)}}$

$t_{count} = \frac{8.5}{\sqrt{7.633}}$

$t_{count} = \frac{8.5}{2.762} = 3.07$

Based on the calculated of hypothesis test above, the result showed that t_{count} was 3.07. The level of hypothesis test is 5% (0.05), d.f. = (N_x+N_y-2) = 30+30-2 = 58, then t_{table} is 2.00. It concluded that $t_{count} \geq t_{table}$, or $3.07 \geq 2.00$.

Moreover, the **alternative hypothesis is accepted and the null hypothesis is rejected**. It could be seen, there was significant influence between control class and experimental class. It means that the treatment using Jigsaw technique had significant influenced on students' reading comprehension.

4.7 Effect Size (r)

The effect size of independent t_{test} was calculated to find out how strongly the independent variable influences the dependent variable. The researcher calculated the effect size by using this formula as follows:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

Where:

r : effect size

t^2 : t_{count} from the calculation of independent t_{test}

d.f : degree of freedom

$$r = \sqrt{\frac{(3.07)^2}{(3.07)^2 + 58}}$$

$$= \sqrt{\frac{9.4249}{9.4249 + 58}}$$

$$= \sqrt{\frac{9.4249}{67.4249}}$$

$$= \sqrt{0.139}$$

$$= 0.372$$

Effect Size	r_{count}
Small	0.100
Medium	0.234
Large	0.371

(Coolidge, 2000: 151)

Based on the calculation of effect size of independentt_{test}, it can be interpreted that the effect size was at **large** level. It can be concluded that Jigsaw technique Technique has large influence toward students' reading comprehension.

4.8 Discussion

Before conducting the research activities, the researcher found that the students have difficulty in comprehend the text. Based on the students' problems, research findings, and data analysis that have been described before, the researcher wants to point out the three things that can be presented as the evidences that by using jigsaw technique is effective as teaching strategy toward students' reading comprehension.

This research was done by quasi experimental with cluster random sampling which is involved two classes as the sample, they are; control class and experimental class. The researcher conducted try out to know the validity and reliability of the test. The class was given try out is not used as object research. After the try out was done, the researcher calculated and analyzed the validity and reliability of the test. The researcher found that the item test was valid is 42 and the researcher take 40 items as pre-test and post-test.

The first point is the result of the test and its analysis, the second is the implementation of jigsaw technique as teaching strategy in the experimental class, and the last is students' responses.

The first point is related to the students' test scores. Before conducting the treatments, the researcher gave the pre-test in both classes. Based on the pre-test scores, it found that most of the students in both classes had difficulties in comprehending the text. After conducting the treatments, the researcher gave the post-test in both classes. The researcher found that there was progress on students' reading comprehension. It could be seen from the comparison of pre-test and post-test results.

After getting the test results, the researcher analyzed the t-test by using independent samples test, and the results is that the t_{value} is higher than t_{table} (3.07>2.00). It shows that there was significant different of students' reading comprehension.

Therefore, the alternative hypothesis (H_a) which states that Jigsaw Technique toward students' reading comprehension at the seventh grade students of SMP Negeri 159 Jakarta is accepted.

The second point is implementing jigsaw technique in teaching reading comprehension. In this research, there is a meeting in implementing jigsaw technique strategy to the experimental class. In the treatment, the researcher gave a text about Famous Places "Pantai Sengigi Beach" description to the students. The students read and learn about the text based on the researcher's guidance. The researcher stimulated their learning process by going around the class and asking them some questions about the difficulties. Different with the experimental class, the control class was given conventional method. The researcher explained about descriptive text, kind of descriptive text, the purpose of descriptive text and the function of descriptive text.

The researcher just asked students to do silent reading and discussed the material in classroom setting

At the first time the students were confused when the researcher using jigsaw technique as teaching strategy because they never used this strategy before. Then the researcher tried to help them and give them explanation related to difficulties that students find. Even though they found some difficulties in transferring their understanding, they still enjoyed in learning and working in it. Finally, the researcher and students discussed together about the text and the element of descriptive text. In this occasion, the researcher also asked students the difficulties during reading process.

The third point is students' responses. The responses towards implementing jigsaw technique in teaching reading were good. The students in the experimental class were excited during the teaching learning process. The students enjoyed the process of learning and watching carefully about the text that have been given by the researcher. As a result, from all those findings, it can be concluded that jigsaw technique was effective as teaching strategy in teaching reading comprehension.

The result of this research, shown that by applying Jigsaw Technique has 0.372 score of large improvement effect based on the scale of effect size. It means that Jigsaw technique had influenced on students' reading comprehension.

The researcher assumed that the used of jigsaw technique as strategy in teaching reading comprehension was effective. It was indicated by the better achievement from experimental class. It also can be seen from students' responses when they taught by using jigsaw technique as strategy in teaching learning process during research activities.

They were encouraged to activate their prior knowledge, reflect upon what they have read and conclude the text gradually so that they can comprehend the content of text. The achievement of this reading comprehension was the goal of reading purpose that reading for general comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data described in the previous chapter, the researcher concludes that jigsaw technique has an influence in students' reading comprehension on descriptive text.

Through the calculation of hypothesis testing the researcher got the result, it could be seen that t_{table} was 2.00 and t_{count} was 3.07. $T_{count} \geq T_{table}$ or $3.07 \geq 2.00$. It can be concluded that the null hypothesis (H_O) was rejected and the alternative hypothesis (H_a) was accepted. There was influence of using Jigsaw tehnique toward students' reading comprehension on descriptive text at seventh grade in SMP Negeri 159 Jakarta. The result of this research, shown that by applied Jigsaw technique, has 0.372 score of large improvement effect based on the scale of effect size. It means that Jigsaw technique gave influence toward students' reading comprehension on descriptive text.

5.2 Suggestion

In this part, the researcher would like to give some suggestions to be considered by English teacher as follows:

1. For the English Teacher:
    a. Jigsaw Technique would be very helpful to students' in reading comprehension, so the teacher needs to maintain using Jigsaw Technique as alternative technique of the teaching process in the students of Junior High School. In Jigsaw Technique students to be active in process of reading the stories, and share the information they got with their group.
    b. The teacher should give clear explanation and instruction in directing the students when they were doing the assignment.
2. The students encourage their learning motivation and interest in learn English especially in reading comprehension.
3. Further researcher, this research will be references for the next research and hope it will make better research in the future.

Finally, the researcher realizes that this research still has some weaknesses and mistakes. Therefore, the researcher would like to accept any constructive suggestion to make this research better.

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APPENDICES

APPENDIX 1

Research Instrument

1.1 Try-Out

1.2 Answer Key of Try-Out

1.3 Pre-Test

1.4 Answer Key of Pre-Test

1.5 Post-Test

1.6 Answer Key of Post-Test

1.7 Students Work Sheet

TRY OUT

Name :

Class :

School :

Date :

(Text for number 1-5)

Junior High School Student

Anto is a junior high school student. He goes to SMP 6. Every day, he goes to school on foot. Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

(English in Focus for Grade VII Junior High School (SMP/MTs)

1. Where is he studying?
   - a. in SMP 6
   - b. in SMA 6
   - c. in SD 6
   - d. He is not studying
2. How does he go to school?
   - a. He goes to school by train
   - b. he goes to school by bicycle
   - c. He goes to school on foot
   - d. He goes to school by car
3. Who is Anto?
   - a. A child
   - b. A student
   - c. A dentist
   - d. A teacher
4. Does he like swimming?
   - a. Yes, he does
   - b. Yes, he did
   - c. No, he doesn’t
   - d. No, he didn’t
5. Does he like coming late to school?
   - a. No, he doesn’t
   - b. No he didn’t
   - c. Yes, he does
   - d. Yes, he did

(Text for number 6-10)

My Friend

I have a friend named Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 95 kilograms. He has a very chubby cheek. His family and friends like him very much.

(English in Focus for Grade VII Junior High School (SMP/MTs)

6. I have a friend named ...
    a. Indra
    b. Andri
    c. Liza
    d. Anto
7. What is his hobby?
    a. Swimming
    b. Eating.
    c. Travelling
    d. Playing.
8. How much does his weight?
    a. 70 kg.
    b. 95 kg.
    c. 60 kg.
    d. 50 kg.
9. He has a very …….
    a. beautiful face
    b. chubby cheek
    c. nice attitude
    d. handsome f ace
10. He is a very ……. person.
    a. nice
    b. handsome
    c. good
    d. fat

(Text for number 11-15)

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and dorayaki cake, the taste is so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier

(English in Focus for Grade VII Junior High School (SMP/MTs)

11. What is Dream Food?
    a. Favorite food
    b. A parking lot
    c. A place near writer's house
    d. Restaurant
12. How does Dream Food look like?
    a. It's large and comfortable
    b. It's nice but small
    c. It's far and cozy
    d. it’s not so good
13. What kind of restaurant you think it is?
    a. Teenager restaurant
    b. Family restaurant
    c. Kids restaurant
    d. Mini market
14. What is the special menu there?
    a. Soup
    b. Cake
    c. Oxtail soup
    d. Porridge
15. What is the advantage by eating there?
    a. Get a big discount
    b. Get promo price
    c. Get students' discount
    d. Get a big sale

(Text for number 16-20)

Mr. Kartolo the Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season, Mr. Kartolo is ready to harvest his crops. Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard out door work by himself.

(English in Focus for Grade VII Junior High School (SMP/MTs)

16. What is a farm like during the rainy season?

a. Terrible
b. Amazing
c. Beautiful
d. Awful

17. What is the color of the rice field in the rainy season?

a. Brown
b. Red
c. Grey
d. Green

18. When does Mr. Kartolo plough the land?

a. at the beginning of winter season
b. at the beginning of rainy season
c. at noon
d. at morning

19. When does Mr. Kartolo's workday end?

a. at night
b. at morning
c. at end of rainy season
d. at noon

20. Mr. Kartolo's duties before breakfast are...

a. Milking the cows, ploughs the land, and cleaning the barns
b. Milking the cows, feeding the livestock, and harvest the crop
c. Milking the cows, feeding the livestock, and works earlier at noon
d. Milking the cows, feeding the livestock, and cleaning the barns

(Text for number 21-25)

My Family

My name is Randi. I am a SMP student. I live on Jalan Suryakanta. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

(English in Focus for Grade VII Junior High School (SMP/MTs)

21. Who is Randi?

a. He is a SMA student.
c. He is a doctor.
b. He is a teacher.
d. He is a SMP student

22. How many people are there in Mr. Rahman's family?

a. five
c. three
b. four
d. two

23. What is Randi's mother?

a. She is a programmer.
c. She is a student.
b. She is a teacher.
d. She is a doctor.

24. How many children does Mr. Rahman have?

a. two
c. four
b. three
d. five

25. The main idea of the paragraph is about ..

a. the children in the family
c. The parents' job
b. The jobs in the family
d. The Family

(Text for number 26-30)

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

(English in Focus for Grade VII Junior High School (SMP/MTs)

26. What does Wati care about?

a. Wati Cares about her diet — c. Wati Cares about exercise
b. Wati Cares about keeping fit — d. Wati Cares about her activities

27. What are three things that Wati do to stay healthy?

a. Eat fast food, exercise & diet — c. Diet and smoking
b. Join health club, diet & never smoking — d. Smoking, dance & run.

28. When does she join health club?

a. After work — c. Before sleep
b. After school — d. After sleep

29. Why does she do all these things?

a. To get money — c. To keep in shape and healthy
b. To keeping fit — d. To waste time

30. Give your opinion about Wati's life style.

a. Wati have a good life style — c. Wati is not smoking
b. Wati likes to exercise — d. Wati likes multivitamin

(Text for number 31-35)

Siti and Dewi

I am Siti and my sister is Dewi. My sister and I look very different. I have blue eyes and she has green eyes. We have black hair, but I have long, straight hair and she has short, curly hair. I am tall and thin, but she is short and heavy. As you can see, I do not look like my sister. We look different.

(English in Focus for Grade VII Junior High School (SMP/MTs)

31. Siti and Dewi look …

a. the same c. twin
b. different d. resembles

32. Dewi's eyes are …

a. black c. brown
b. green d. red

33. Siti's hair is ……

a. short c. long
b. black d. red

34. Dewi's hair is ......

a. curly c. long
b. long d. red

35. ……...is short and heavy.

a. Dewi c. Dewa

b. Siti d. Shanti

(Text for number 36-40)

My Appearance

I am Kenny. I am in year 1 SMP Puring. I go to school on foot. I wear a uniform to school. I wear a white shirt and a pair of blue shorts. I wear a badge too. I like to wear T-shirt and a pair of shorts at home. I like to wear slippers, too.

(English in Focus for Grade VII Junior High School (SMP/MTs)

36. What does Kenny wear to school?

a. a uniform c. a T-shirt
b. slippers d. sandals

37. What does Kenny like to wear at home?

a. T-shirt, a pair of shorts and shoes c. Hat, T-shirt and a shorts
b. T-shirt, a pair of shorts and slippers d. A tie, T-shirt, and shorts

38. Kenny goes to..

a. SMA Puring. c. Puring University.
b. SMP Puring. d. hospital

39. Why does Kenny wear a badge?

a. To be heat and tidy. c. To seem cute.
b. To show which school he is studying in. d. To look smart.

40. Kenny goes to school...

a. by bus c. by motorcycle
b. by bicycle d. on foot

(Text for number 41-45)

The Restaurant

My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

(English in Focus for Grade VII Junior High School (SMP/MTs)

41. What is the writer's name?

a. Henry	c. Jessica
b. Kevin	d. Anya

42. How many sisters does he have?

a. Two Sisters	c. Four Sisters
b. Three Sisters	d. One Sister

43. What place that Kevin and his family often visit when holiday?

a. Lombok	c. Bali
b. Jakarta	d. Anyer

44. Who like travelling?

a. Kevin, Jessica & Hanna	c. Jessica & Kevin
b. Kevin & his Father	d. Hanna & her Mother

45. Where does the restaurant face directly to?

a. Green Farm	c. Hospital
b. Beach	d. Sunset

(Text for number 46-50)

My New House

My family and I live in a new house in Surabaya on Jalan. Kartini. It is a very nice house and I like it. The house has four bedrooms, one living room and one kitchen. There are two bathrooms and one of them is next to my room. My house also has a garage. Beside the garage, there is small swimming pool. There is also a large garden in front of the house. We love the house.

(Scaffolding English for Junior High School Student)

46. Where does the writer live?

a. Semarang	c. Surabaya
b. Jakarta	d. Bandung

47. How is the writer house?

a. It is large	c. It is big
b. it is beautiful	d. It is small

48. How many bedrooms does the house have?

a. Two	c. Four
b. Three	d. Five

49. What is next to the writer's room?

a. Kitchen	c. Bathroom
b. Living room	d. Garage

50. What is next to garage?

a. Swimming pool	c. Kitchen
b. Bathroom	d. Living room

ANSWER KEY OF TRY OUT

1. c. in SD 6
2. c. He goes to school on foot
3. b. A student
4. a. Yes, he does
5. a. No, he doesn't
6. a. Indra
7. b. Eating
8. b. 95 kg
9. b. Chubby Cheek
10. d. Fat
11. d. Restaurant
12. a. It's large and comfortable
13. a. A teenager Restaurant
14. c. Oxtail Soup
15. c. Get Student's Discount
16. c. Beautiful
17. d. Green
18. b. at the beginning of rainy season
19. d. at noon
20. d. Milking the cows, feeding the livestock, and cleaning the barns
21. d. He is a SMP student
22. a. Five
23. b. She is a teacher
24. b. Three
25. d. Family
26. b. Wati cares about keeping fit
27. b. Join health club, diet & never smoking
28. a. After work

29. c. To keep in shape and stay healthy
30. a. Wati have a good lifestyle
31. b. Different
32. d. Green
33. c. Long
34. a Curly
35. a. Dewi
36. a. Uniform
37. b. T-shirt, a pair of shorts and slippers
38. b. SMP Puring
39. b. To show which school he is studying in
40. d. on foot
41. b. Kevin
42. a. Two Sister
43. c. Bali
44. a. Kevin, Jessica and Hanna
45. b. Beach
46. c. Surabaya
47. b. Beautiful
48. c. Four
49. c. Bathroom
50. a. Swimming Pool

PRE-TEST

Name :

Class :

School :

Date :

(Text for number 1-5)

My New House

My family and I live in a new house in Surabaya on Jalan. Kartini. It is a very nice house and I like it. The house has four bedrooms, one living room and one kitchen. There are two bathrooms and one of them is next to my room. My house also has a garage. Beside the garage, there is small swimming pool. There is also a large garden in front of the house. We love the house.

(Scaffolding English for Junior High School Student)

1. Where does the writer live?
   a. Semarang
   b. Jakarta
   c. Surabaya
   d. Bandung

2. How is the writer house?
   a. It is large
   b. it is beautiful
   c. It is big
   d. It is small

3. How many bedrooms does the house have?
   a. Two
   b. Three
   c. Four
   d. Five

4. What is next to the writer's room?
   a. Kitchen
   b. Living room
   c. Bathroom
   d. Garage

5. What is next to garage?
   a. Swimming pool
   b. Bathroom
   c. Kitchen
   d. Living room

(Text for number 6-10)

Siti and Dewi

I am Siti and my sister is Dewi. My sister and I look very different. I have blue eyes and she has green eyes. We have black hair, but I have long, straight hair and she has short, curly hair. I am tall and thin, but she is short and heavy. As you can see, I do not look like my sister. We look different.

(English in Focus for Grade VII Junior High School (SMP/MTs)

6. Siti and Dewi look …

a. the same
b. different
c. twin
d. resembles

7. Dewi's eyes are …

a. black
b. green
c. brown
d. red

8. Siti's hair is ……

a. short
b. black
c. long
d. red

9. Dewi's hair is ......

a. curly
b. long
c. long
d. red

10. ……...is short and heavy.

a. Dewi
b. Siti
c. Dewa
d. Shanti

(Text for number 11-15)

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

(English in Focus for Grade VII Junior High School (SMP/MTs)

11. What does Wati care about?
    a. Wati Cares about her diet c. Wati Cares about exercise
    b. Wati Cares about keeping fit d. Wati Cares about her activities
12. What are three things that Wati do to stay healthy?
    a. Eat fast food, exercise & diet c. Diet and smoking
    b. Join health club, diet & never smoking d. Smoking, dance & run.
13. When does she join health club?
    a. After work c. Before sleep
    b. After school d. After sleep
14. Why does she do all these things?
    a. To get money c. To keep in shape and healthy
    b. To keeping fit d. To waste time
15. Give your opinion about Wati's life style.
    a. Wati have a good life style c. Wati is not smoking
    b. Wati likes to exercise d. Wati likes multivitamin

(Text for number 16-20)

My Family

My name is Randi. I am a SMP student. I live on Jalan Suryakanta. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

(English in Focus for Grade VII Junior High School (SMP/MTs)

16. Who is Randi?

a. He is a SMA student.
c. He is a doctor.
b. He is a teacher.
d. He is a SMP student

17. How many people are there in Mr. Rahman's family?

a. five
c. three
b. four
d. two

18. What is Randi's mother?

a. She is a programmer.
c. She is a student.
b. She is a teacher.
d. She is a doctor.

19. How many children does Mr. Rahman have?

a. two
c. four
b. three
d. five

20. The main idea of the paragraph is about ...

a. the children in the family
c. The parents' job
b. The jobs in the family
d. The Family

ANSWER KEY OF PRE-TEST

1. c. Surabaya
2. b. Beautiful
3. c. Four
4. c. Bathroom
5. a. Swimming Pool
6. b. Different
7. b. Green
8. c. Long
9. a. Curly
10. a. Dewi
11. b. Wati cares about keeping fit
12. b. Join health club, diet & never smoking
13. a. After work
14. c. To keep in shape and stay healthy
15. a. Wati have a good lifestyle
16. d. He is a SMP student
17. a. Five
18. b. She is a teacher
19. b. Three
20. d. Family

POST-TEST

Name :

Class :

School :

Date :

(Text for number 1-3)

The Restaurant

My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

(English in Focus for Grade VII Junior High School (SMP/MTs)

1. What is the writer's name?

a. Henry
b. Kevin
c. Jessica
d. Anya

2. How many sisters does he have?

a. Two Sisters
b. Three Sisters
c. Four Sisters
d. One Sister

3. Where does the restaurant face directly to?

a. Green Farm
b. Beach
c. Hospital
d. Sunset

(Text for number 4-6)

Junior High School Student

Anto is a junior high school student. He goes to SMP 6. Every day, he goes to school on foot. Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

(English in Focus for Grade VII Junior High School (SMP/MTs)

4. Who is Anto?
   a. A child
   b. A student
   c. A dentist
   d. A teacher
5. Does he like swimming?
   a. Yes, he does
   b. Yes, he did
   c. No, he doesn't
   d. No, he didn't
6. Does he like coming late to school?
   a. No, he doesn't
   b. No he didn't
   c. Yes, he does
   d. Yes, he did

(Text for number 7-10)

My Appearance

I am Kenny. I am in year 1 SMP Puring. I go to school on foot. I wear a uniform to school. I wear a white shirt and a pair of blue shorts. I wear a badge too. I like to wear T-shirt and a pair of shorts at home. I like to wear slippers, too.

(English in Focus for Grade VII Junior High School (SMP/MTs)

7. What does Kenny like to wear at home?
   a. T-shirt, a pair of shorts and shoes
   b. T-shirt, a pair of shorts and slippers
   c. Hat, T-shirt and a shorts
   d. A tie, T-shirt, and shorts

8. Kenny goes to..
   a. SMA Puring.
   b. SMP Puring.
   c. Puring University.
   d. hospital

9. Why does Kenny wear a badge?
   a. To be heat and tidy.
   b. To show which school he is studying in.
   c. To seem cute.
   d. To look smart.

10. Kenny goes to school...
   a. by bus
   b. by bicycle
   c. by motorcycle
   d. on foot

(Text for number 11-14)

Mr. Kartolo the Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season, Mr. Kartolo is ready to harvest his crops. Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard out door work by himself.

(English in Focus for Grade VII Junior High School (SMP/MTs)

11. What is a farm like during the rainy season?
   a. Terrible
   b. Amazing
   c. Beautiful
   d. Awful

12. What is the color of the rice field in the rainy season?
   a. Brown
   b. Red
   c. Grey
   d. Green

13. When does Mr. Kartolo plough the land?

a. at the beginning of winter season c. at noon

b. at the beginning of rainy season d. at morning

14. Mr. Kartolo's duties before breakfast are...

a. Milking the cows, ploughs the land, and cleaning the barns

b. Milking the cows, feeding the livestock, and harvest the crop

c. Milking the cows, feeding the livestock, and works earlier at noon

d. Milking the cows, feeding the livestock, and cleaning the barns

(Text for number 15-18)

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and dorayaki cake, the taste is so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier

(English in Focus for Grade VII Junior High School (SMP/MTs)

15. What is Dream Food?

a. Favorite food c. A place near writer's house

b. A parking lot d. Restaurant

16. How does Dream Food look like?

a. It's large and comfortable c. It's far and cozy

b. It's nice but small d. it's not so good

17. What kind of restaurant you think it is?

a. Teenager restaurant c. Kids restaurant

b. Family restaurant d. Mini market

18. What is the advantage by eating there?

a. Get a big discount c. Get students' discount

b. Get promo price d. Get a big sale

(Text for number 19-20)

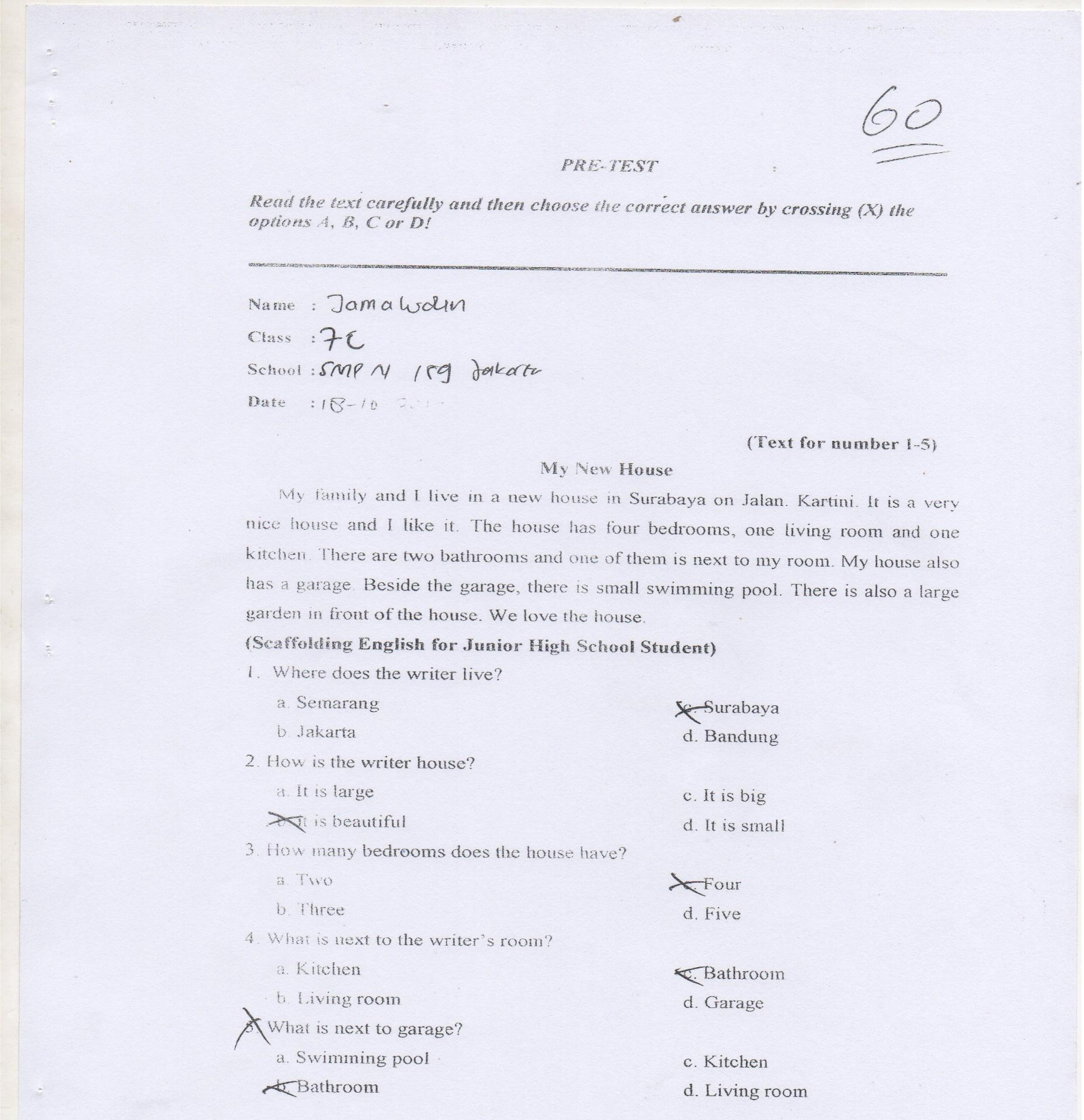
My Friend

I have a friend named Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 95 kilograms. He has a very chubby cheek. His family and friends like him very much.

(English in Focus for Grade VII Junior High School (SMP/MTs)

19. I have a friend named ...
    a. Indra
    b. Andri
    c. Liza
    d. Anto
20. What is his hobby?
    a. Swimming
    b. Eating.
    c. Travelling
    d. Playing.

Students Work Sheet



60

PRE-TEST

Read the text carefully and then choose the correct answer by crossing (X) the options A, B, C or D!

Name : Jamaludin
Class : 7C
School : SMP N 189 Jakarta
Date : 18-10 [illegible]

(Text for number 1-5)

My New House

My family and I live in a new house in Surabaya on Jalan. Kartini. It is a very nice house and I like it. The house has four bedrooms, one living room and one kitchen. There are two bathrooms and one of them is next to my room. My house also has a garage. Beside the garage, there is small swimming pool. There is also a large garden in front of the house. We love the house.

(Scaffolding English for Junior High School Student)

1. Where does the writer live?
   a. Semarang
   b. Jakarta
   [✓ c. Surabaya]
   d. Bandung
2. How is the writer house?
   a. It is large
   [✓ b. It is beautiful]
   c. It is big
   d. It is small
3. How many bedrooms does the house have?
   a. Two
   b. Three
   [✓ c. Four]
   d. Five
4. What is next to the writer's room?
   a. Kitchen
   b. Living room
   [✓ c. Bathroom]
   d. Garage
5. What is next to garage?
   a. Swimming pool
   [✓ b. Bathroom]
   c. Kitchen
   d. Living room

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

(Text for number 6-10)

Siti and Dewi

I am Siti and my sister is Dewi. My sister and I look very different. I have blue eyes and she has green eyes. We have black hair, but I have long, straight hair and she has short, curly hair. I am tall and thin, but she is short and heavy. As you can see, I do not look like my sister. We look different.

(English in Focus for Grade VII Junior High School (SMP/MTs)

6. Siti and Dewi look …

a. the same	c. twin
[✓ b. different]	d. resembles

7. Dewi's eyes are …

[✓ a. black]	c. brown
b. green	d. red

8. Siti's hair is ……

a. short	[✓ c. long]
b. black	d. red

9. Dewi's hair is ......

a. curly	c. long
b. long	[✓ d. red]

10. ………is short and heavy.

[✓ a. Dewi]	c. Dewa
b. Siti	d. Shanti

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

(Text for number 11-15)

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

(English in Focus for Grade VII Junior High School (SMP/MTs)

11. What does Wati care about?
    - a. Wati Cares about her diet
    - b. Wati Cares about keeping fit
    - c. Wati Cares about exercise
    - [✓ d. Wati Cares about her activities]
12. What are three things that Wati do to stay healthy?
    - a. Eat fast food, exercise & diet
    - b. Join health club, diet & never smoking
    - [✓ c. Diet and smoking]
    - d. Smoking, dance & run.
13. When does she join health club?
    - [✓ a. After work]
    - b. After school
    - c. Before sleep
    - d. After sleep
14. Why does she do all these things?
    - a. To get money
    - [✓ b. To keeping fit]
    - c. To keep in shape and healthy
    - d. To waste time
15. Give your opinion about Wati's life style.
    - [✓ a. Wati have a good life style]
    - b. Wati likes to exercise
    - c. Wati is not smoking
    - d. Wati likes multivitamin

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

(Text for number 16-20)

My Family

My name is Randi. I am a SMP student. I live on Jalan Suryakanta. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

(English in Focus for Grade VII Junior High School (SMP/MTs)

16. Who is Randi?
    - a. He is a SMA student.
    - b. He is a teacher.
    - c. He is a doctor.
    - [✓ d. He is a SMP student]
17. How many people are there in Mr. Rahman's family?
    - a. five
    - b. four
    - [✓ c. three]
    - d. two
18. What is Randi's mother?
    - a. She is a programmer.
    - b. She is a teacher.
    - [✓ c. She is a student.]
    - d. She is a doctor.
19. How many children does Mr. Rahman have?
    - a. two
    - [✓ b. three]
    - c. four
    - d. five
20. The main idea of the paragraph is about ...
    - a. the children in the family
    - b. The jobs in the family
    - c. The parents' job
    - [✓ d. The Family]

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

80

PRE-TEST

Read the text carefully and then choose the correct answer by crossing (X) the options A, B, C or D!

Name : Indah Budi Prapaisri

Class : 7c

School : SMPN 159

Date : 18-10-2017

(Text for number 1-5)

My New House

My family and I live in a new house in Surabaya on Jalan. Kartini. It is a very nice house and I like it. The house has four bedrooms, one living room and one kitchen. There are two bathrooms and one of them is next to my room. My house also has a garage. Beside the garage, there is small swimming pool. There is also a large garden in front of the house. We love the house.

(Scaffolding English for Junior High School Student)

1. Where does the writer live?
   - a. Semarang
   - b. Jakarta
   - [✓ c. Surabaya]
   - d. Bandung
2. How is the writer house?
   - a. It is large
   - [✓ b. It is beautiful]
   - c. It is big
   - d. It is small
3. How many bedrooms does the house have?
   - a. Two
   - b. Three
   - [✓ c. Four]
   - d. Five
4. What is next to the writer's room?
   - a. Kitchen
   - b. Living room
   - [✓ c. Bathroom]
   - d. Garage
5. What is next to garage?
   - [✓ a. Swimming pool]
   - b. Bathroom
   - c. Kitchen
   - d. Living room

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

(Text for number 6-10)

Siti and Dewi

I am Siti and my sister is Dewi. My sister and I look very different. I have blue eyes and she has green eyes. We have black hair, but I have long, straight hair and she has short, curly hair. I am tall and thin, but she is short and heavy. As you can see, I do not look like my sister. We look different.

(English in Focus for Grade VII Junior High School (SMP/MTs)

6. Siti and Dewi look ...

a. the same
[✓ b. different]
c. twin
d. resembles

7. Dewi's eyes are ...

[✓ a. black]
b. green
c. brown
d. red

8. Siti's hair is ......

a. short
b. black
[✓ c. long]
d. red

9. Dewi's hair is ......

[✓ a. curly]
b. long
c. long
d. red

10. ....is short and heavy.

[✓ a. Dewi]
b. Siti
c. Dewa
d. Shanti

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UPT P
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(Text for number 11-15)

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

(English in Focus for Grade VII Junior High School (SMP/MTs)

11. What does Wati care about?
    a. Wati Cares about her diet
    [✓ b. Wati Cares about keeping fit]
    c. Wati Cares about exercise
    d. Wati Cares about her activities
12. What are three things that Wati do to stay healthy?
    a. Eat fast food, exercise & diet
    [✓ b. Join health club, diet & never smoking]
    c. Diet and smoking
    d. Smoking, dance & run.
13. When does she join health club?
    [✓ a. After work]
    b. After school
    c. Before sleep
    d. After sleep
14. Why does she do all these things?
    a. To get money
    [✓ b. To keeping fit]
    c. To keep in shape and healthy
    d. To waste time
15. Give your opinion about Wati's life style.
    a. Wati have a good life style
    b. Wati likes to exercise
    [✓ c. Wati is not smoking]
    d. Wati likes multivitamin

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

(Text for number 16-20)

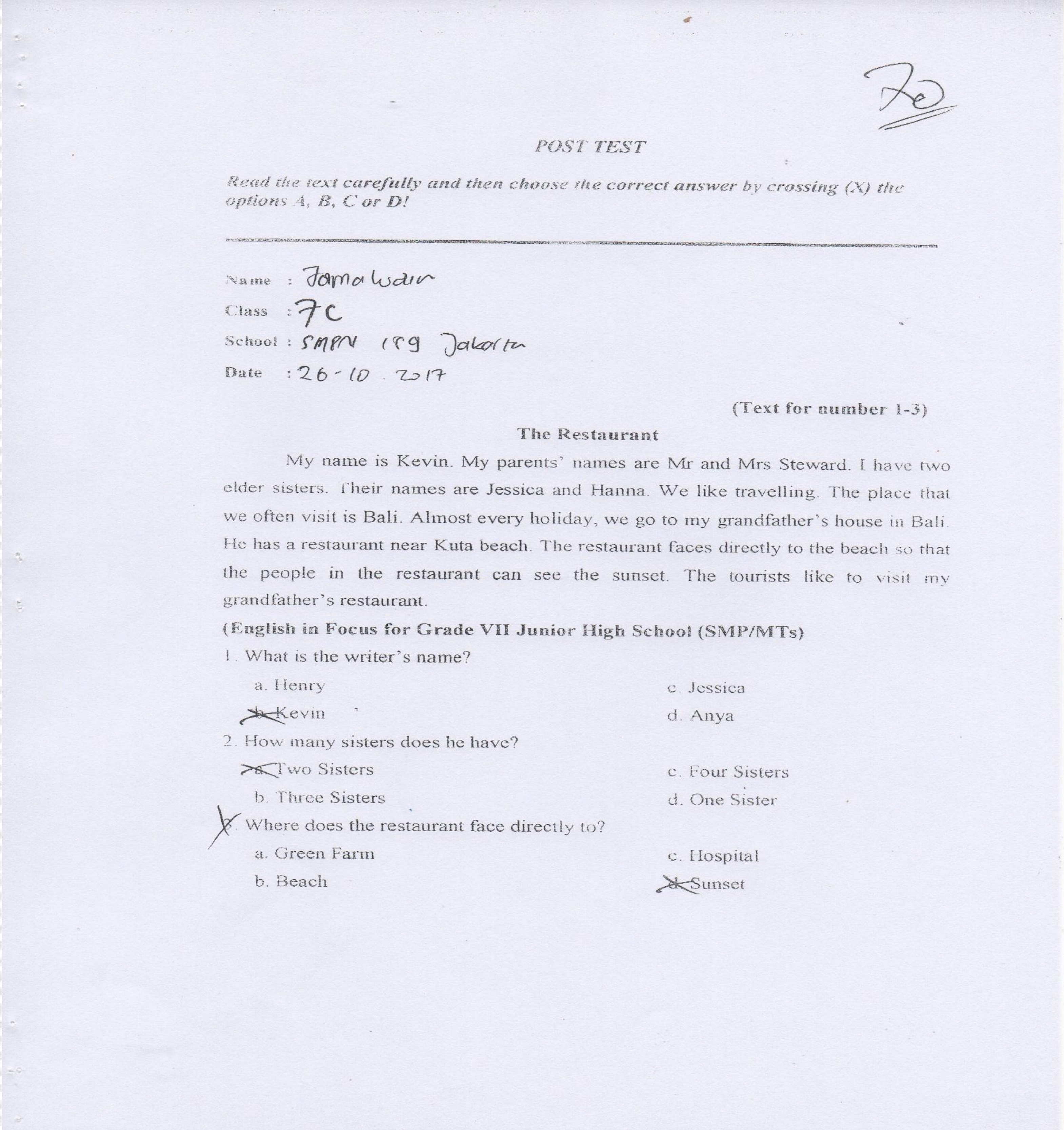
My Family

My name is Randi. I am a SMP student. I live on Jalan Suryakanta. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

(English in Focus for Grade VII Junior High School (SMP/MTs)

16. Who is Randi?
    - a. He is a SMA student.
    - b. He is a teacher.
    - c. He is a doctor.
    - [✓ d. He is a SMP student]
17. How many people are there in Mr. Rahman's family?
    - a. five
    - b. four
    - [✓ c. three]
    - d. two
18. What is Randi's mother?
    - a. She is a programmer.
    - [✓ b. She is a teacher.]
    - c. She is a student.
    - d. She is a doctor.
19. How many children does Mr. Rahman have?
    - a. two
    - [✓ b. three]
    - c. four
    - d. five
20. The main idea of the paragraph is about ...
    - a. the children in the family
    - b. The jobs in the family
    - c. The parents' job
    - [✓ d. The Family]

POST-TEST



70

POST TEST

Read the text carefully and then choose the correct answer by crossing (X) the options A, B, C or D!

Name : Jamalwan
Class : 7C
School : SMPN 189 Jakarta
Date : 26-10-2017

(Text for number 1-3)

The Restaurant

My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

(English in Focus for Grade VII Junior High School (SMP/MTs)

1. What is the writer's name?
   a. Henry
   [✓ b. Kevin]
   c. Jessica
   d. Anya
2. How many sisters does he have?
   [✓ a. Two Sisters]
   b. Three Sisters
   c. Four Sisters
   d. One Sister
3. Where does the restaurant face directly to?
   a. Green Farm
   b. Beach
   c. Hospital
   [✓ d. Sunset]

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

(Text for number 4-6)

Junior High School Student

Anto is a junior high school student. He goes to SMP 6. Every day, he goes to school on foot. Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

(English in Focus for Grade VII Junior High School (SMP/MTs)

4. Who is Anto?
   - [✓ a. A child]
   - b. A student
   - c. A dentist
   - d. A teacher
5. Does he like swimming?
   - [✓ a. Yes, he does]
   - b. Yes, he did
   - c. No, he doesn`t
   - d. No, he didn't
6. Does he like coming late to school?
   - a. No, he doesn't
   - b. No he didn't
   - [✓ c. Yes, he does]
   - d. Yes, he did

(Text for number 7-10)

My Appearance

I am Kenny. I am in year 1 SMP Puring. I go to school on foot. I wear a uniform to school. I wear a white shirt and a pair of blue shorts. I wear a badge too. I like to wear T-shirt and a pair of shorts at home. I like to wear slippers, too.

(English in Focus for Grade VII Junior High School (SMP/MTs)

7. What does Kenny like to wear at home?
   - [✓ a. T-shirt, a pair of shorts and shoes]
   - b. T-shirt, a pair of shorts and slippers
   - c. Hat, T-shirt and a shorts
   - d. A tie, T-shirt, and shorts

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

8. Kenny goes to..
   a. SMA Puring.
   [✓ b. SMP Puring.]
   c. Puring University.
   d. hospital

9. Why does Kenny wear a badge?
   [✓ a. To be heat and tidy.]
   b. To show which school he is studying in.
   c. To seem cute.
   d. To look smart.

10. Kenny goes to school...
   a. by bus
   b. by bicycle
   c. by motorcycle
   d. on foot

(Text for number 11-14)

Mr. Kartolo the Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season, Mr. Kartolo is ready to harvest his crops. Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard out door work by himself.

(English in Focus for Grade VII Junior High School (SMP/MTs)

11. What is a farm like during the rainy season?
   a. Terrible
   b. Amazing
   [✓ c. Beautiful]
   d. Awful

12. What is the color of the rice field in the rainy season?
   a. Brown
   b. Red
   c. Grey
   [✓ d. Green]

13. When does Mr. Kartolo plough the land?
   a. at the beginning of winter season
   c. at noon

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

[✓ b. at the beginning of rainy season]
d. at morning

14. Mr. Kartolo's duties before breakfast are...
a. Milking the cows, ploughs the land, and cleaning the barns
b. Milking the cows, feeding the livestock, and harvest the crop
c. Milking the cows, feeding the livestock, and works earlier at noon
[✓ d. Milking the cows, feeding the livestock, and cleaning the barns]

(Text for number 15-18)

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and dorayaki cake, the taste is so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier

(English in Focus for Grade VII Junior High School (SMP/MTs)

15. What is Dream Food?
a. Favorite food
b. A parking lot
c. A place near writer's house
[✓ d. Restaurant]

16. How does Dream Food look like?
[✓ a. It's large and comfortable]
b. It's nice but small
c. It's far and cozy
d. it's not so good

17. What kind of restaurant you think it is?
[✓ a. Teenager restaurant]
b. Family restaurant
c. Kids restaurant
d. Mini market

18. What is the advantage by eating there?
a. Get a big discount
b. Get promo price
[✓ c. Get students' discount]
d. Get a big sale

(Text for number 19-20)

My Friend

I have a friend named Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 95 kilograms. He has a very chubby cheek. His family and friends like him very much.

(English in Focus for Grade VII Junior High School (SMP/MTs)

19. I have a friend named ...

[✓ a. Indra]
b. Andri
c. Liza
d. Anto

20. What is his hobby?

a. Swimming
[✓ b. Eating]
c. Travelling
d. Playing.

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

90

POST TEST

Read the text carefully and then choose the correct answer by crossing (X) the options A, B, C or D!

Name : Indah Budi Prapaisri
Class : 7C
School : SMPN 159
Date : 26-10-2017

(Text for number 1-3)

The Restaurant

My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

(English in Focus for Grade VII Junior High School (SMP/MTs)

1. What is the writer's name?

a. Henry
[✓ b. Kevin]
c. Jessica
d. Anya

2. How many sisters does he have?

[✓ a. Two Sisters]
b. Three Sisters
c. Four Sisters
d. One Sister

3. Where does the restaurant face directly to?

a. Green Farm
[✓ b. Beach]
c. Hospital
d. Sunset

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UPT P
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(Text for number 4-6)

Junior High School Student

Anto is a junior high school student. He goes to SMP 6. Every day, he goes to school on foot. Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

(English in Focus for Grade VII Junior High School (SMP/MTs)

4. Who is Anto?
   - [✓ a. A child]
   - b. A student
   - c. A dentist
   - d. A teacher
5. Does he like swimming?
   - [✓ a. Yes, he does]
   - b. Yes, he did
   - c. No, he doesn't
   - d. No, he didn't
6. Does he like coming late to school?
   - [✓ a. No, he doesn't]
   - b. No he didn't
   - c. Yes, he does
   - d. Yes, he did

(Text for number 7-10)

My Appearance

I am Kenny. I am in year 1 SMP Puring. I go to school on foot. I wear a uniform to school. I wear a white shirt and a pair of blue shorts. I wear a badge too. I like to wear T-shirt and a pair of shorts at home. I like to wear slippers, too.

(English in Focus for Grade VII Junior High School (SMP/MTs)

7. What does Kenny like to wear at home?
   - a. T-shirt, a pair of shorts and shoes
   - [✓ b. T-shirt, a pair of shorts and slippers]
   - c. Hat, T-shirt and a shorts
   - d. A tie, T-shirt, and shorts

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8. Kenny goes to..

a. SMA Puring.

[✓ b. SMP Puring.]

c. Puring University.

d. hospital

9. Why does Kenny wear a badge?

[✓ a. To be heat and tidy.]

b. To show which school he is studying in.

c. To seem cute.

d. To look smart.

10. Kenny goes to school...

a. by bus

b. by bicycle

c. by motorcycle

[✓ d. on foot]

(Text for number 11-14)

Mr. Kartolo the Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season, Mr. Kartolo is ready to harvest his crops. Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard out door work by himself.

(English in Focus for Grade VII Junior High School (SMP/MTs)

11. What is a farm like during the rainy season?

a. Terrible

b. Amazing

[✓ c. Beautiful]

d. Awful

12. What is the color of the rice field in the rainy season?

a. Brown

b. Red

c. Grey

[✓ d. Green]

13. When does Mr. Kartolo plough the land?

a. at the beginning of winter season

c. at noon

UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA UPT PERPUSTAKAAN UNTIRTA

b. at the beginning of rainy season
d. at morning

14. Mr. Kartolo's duties before breakfast are...
   a. Milking the cows, ploughs the land, and cleaning the barns
   b. Milking the cows, feeding the livestock, and harvest the crop
   c. Milking the cows, feeding the livestock, and works earlier at noon
   [✓ d. Milking the cows, feeding the livestock, and cleaning the barns]

(Text for number 15-18)

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and dorayaki cake, the taste is so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier

(English in Focus for Grade VII Junior High School (SMP/MTs)

15. What is Dream Food?
   a. Favorite food
   b. A parking lot
   c. A place near writer's house
   [✓ d. Restaurant]

16. How does Dream Food look like?
   [✓ a. It's large and comfortable]
   b. It's nice but small
   c. It's far and cozy
   d. it's not so good

17. What kind of restaurant you think it is?
   [✓ a. Teenager restaurant]
   b. Family restaurant
   c. Kids restaurant
   d. Mini market

18. What is the advantage by eating there?
   a. Get a big discount
   b. Get promo price
   [✓ c. Get students' discount]
   d. Get a big sale

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(Text for number 19-20)

My Friend

I have a friend named Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 95 kilograms. He has a very chubby cheek. His family and friends like him very much.

(English in Focus for Grade VII Junior High School (SMP/MTs)

19. I have a friend named ...

[✓ a. Indra] c. Liza
b. Andri d. Anto

20. What is his hobby?

a. Swimming c. Travelling
[✓ b. Eating.] d. Playing.

APPENDIX 2

Lesson Plan

2.1 Lesson Plan of Control Class

2.2 Lesson Plan of Experimental Class

2.3 Syllabus

LESSON PLAN
(CONTROL CLASS)
MEETING I

School	: SMPN 159 Jakarta
Subject	: English
Class/Semester	: VII/(Seventh)
Time Allocation	: 2 x 40 minutes (1 meeting)
Topic	: I'm Proud of Indonesia

1. OBJECTIVE OF LEARNING

1. After being given the simple descriptive text, the student can identify the social function correctly
2. After being given simple descriptive text the student can correctly identify the structure of the text.
3. After being given simple descriptive text students can correctly identify the characteristics of the language
4. Students can write simple descriptive text with linguistic elements and correct structure.

2. MAIN COMPETENCE:

1. KI 1: Appreciate and live the religious teachings the embraces
2. KI 2: Respect and appreciate honest, discipline, responsibility, caring (tolerance) behavior, courage, confidence, in effectively interacting with the social and natural environment within the reach of society and its existence.
3. KI 3: Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture-related phenomena and eye-catching events
4. KI 4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint.

3. BASIC COMPETENCE:

3.10. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.

4.1.2 Capturing meaning in oral and written descriptive text.

4. INDICATORS OF COMPETENCE ACHIEVEMENT

a. 3.10.1. Identify the social function of descriptive text
b. 3.10.2. Identify the linguistic element of descriptive text
c. 3.10.3. Identify the text structure of descriptive text
d. 4.12. Understand the contents of simple written descriptive text

5. LEARNING MATERIAL:

a. Social Function

Boasting, introducing, identifying, praising, criticizing, etc

b. Structure of Text

(Main ideas and detailed information)

c. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures.:

1. Identification: contains about the identification of something, both living and inanimate things to be described.
2. Description: contains an explanation / description of something, either a living thing or an inanimate object, by mentioning some description, nature, character, or anything related to the description of something.

Example: **Borobudur Temple**

Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Explanation:

1. First paragraph:
   Identification: illustrates a glimpse of Borobudur Temple that will be described so that readers will not misunderstand about the temple being discussed. That the temple is a temple called Borobudur, located in Magelang, Central Java.
2. Second paragraph:
   Description: contains the explanation or description of Borobudur Temple by describing its properties such as: being on a hill with a height of 46 meters and consists of 8 levels such as terrace. The first level is square (shaped) and surrounded by the wall . The top level is round (circular).
3. Language feature
   1. The mention of singular nouns with a and the, and plural (-s)
   2. Pronouns *it, they, she, we, dst; our, my, your, their, dst..*

3. Adjective, *young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful,* etc.
4. Verbs to state circumstances and routine actions within simple present tense: *be, have, go, play,get, take,* etc
5. Spelling and handwriting and print are clear and neat
6. Speech, word pressure, intonation, when presenting verbally.
7. Topic: Analyzing social functions, text structure, and linguistic elements of some oral and written descriptive texts that can foster the behavior contained in KI.

6. APPROACHES, MODELS AND METHODS

Approaches : Scientific
Model : Project Based Learning
Method : Discussion
Technique : Three-phase Technique

7. MEDIA / TOOLS, MATERIALS AND LEARNING RESOURCES

KD	Media/Alat, Bahan dan Sumber Belajar
3.10. hankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning. 4.12 Capturing meaning in oral and written descriptive text..	Media/Tools : whiteboard Learning resources : - Text Book - Written Text - English Book, When English Rings a bell (Kelas 7 Edisi Revisi 2014, hal: 191. Sumber dari internet : www.esllibrary.com)

8. LEARNING ACTIVITIES

First meeting (2 JP)

1. Preliminary activities (10’)
   a. Students respond to greetings from teachers followed by praying together before learning led by a learner.
   b. Students respond teachers introduce themselves.
   c. Students receive information on the competencies, materials, objectives, benefits, and learning steps that will be implemented.

2. Main Activities (65’)

Learning model (Project Based Learning)	Scientific Approach
1. Determining the fundamental questions. (10’)	Communicating
	- Teacher reviews the material that has been given before. - Teacher reviews the results of the exercise at the previous meeting. - Teacher understand the results of the exercise reviews at the previous meeting.
2. Designing project planning (55’)	Gathering the information
	- The teacher provides an example of descriptive text. - The teacher gives an example of descriptive text - The teacher asks the students to analyze the text. - Students read and understand from some of these examples.
	Reasoning and Associating
	- Teacher gives a descriptif text.

	- Students analyze the descriptive text into the core points of the text individually. - Students understand the tect.

3. Closing Activity (5’)

- Students with teachers conclude learning.
- Students with teacher guides reflect on the activities that have been done.
- Students answer questions relating to the material that has been studied.
- Students answer the teacher's closing greetings

9. ASSESSING OF LEARNING RESULT

1. Penilaian Technique : Written
2. Form : Assignment
3. Instrument : Scale of the assessment sheet

Assessment Aspect of Attitudinal Rubric

No	Rated Aspect	Criteria	Score
1	Respect	Very often shows a polite attitude	5
		Often shows a polite attitude	4
		Sometimes shows a polite attitude	3
		Ever shows a polite attitude	2

		Never shows a polite attitude	1
2	Responsible	Very often show a responsible attitude Often show a responsible attitude Sometimes show a responsible attitude Ever show a responsible attitude Never show a responsible attitude	5 4 3 2 1
3	Honest	Very often shows the attitude of cooperation Often shows the attitude of cooperation Sometimes shows the attitude of cooperation sometimes shows the attitude of cooperation Never shows the attitude of cooperation	5 4 3 2 1
4	Discipline	Very often show the attitude of discipline Often show the attitude of discipline Sometime show the attitude of discipline ever show the attitude of discipline Never show the attitude of discipline	5 4 3 2 1

5	Confidence	Very often shows the attitude of confidence	5
		Often shows the attitude of confidence	4
		Sometimes shows the attitude of confidence	3
		Ever shows the attitude of confidence	2
		Never shows the attitude of confidence	1

...............................2017

Teacher

Researcher

Nana Sutiatna S.Pd.

NIP 19731204 200801 1010

Muh. Yazid Khusin

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Exercise:

Senggigi Beach

Senggigi beach is a famous tourism object in Lombok island. Senggigi is a perfect place to relax. The condition of the beach is so natural. It is not as crowded as Kuta beach in Bali, but it is a beatiful as Kuta beach.

Beside its beauty, the underwater panorama is also interesting and beautiful.Senggigi has a series of white sandy beaches and safe swimming areas. You can find a variety of restaurants, travel agents, photo processors, souvenir shops and a range of accomodations starting from guest houses to 5 star hotels. Money changers are available almost in every corner of Senggigi.

The point at central Senggigi has good waves for surfers. Senggigi beach also has a clorful reef which provides shelter to a variety of marine life and prettily shaped coral and makes it a perfect lace to snorkle. Tourists can also swim, dive, do conoeing, in Senggigi beach.

Senggigi has the other tourism object for tourist. Senggigi has a pura named "Pura Batu Bolong". Pura Batu Bolong on a rocky point south of Senggigi. Tourists can visit Pura Batu Bolong after they spend their holiday in the beach. Senggigi Beach is a perfect place for tourist to send their holiday.

Question

Answer the questions below based on the text above!

1. What kind of the text is the text above?
2. What is the purpose of the text above?
3. Which one is the identification of the text Senggigi beach?
4. Which one is the description of the text Senggigi beach?
5. Where is Senggigi beach located?
6. Describe the condition of Senggigi beach !
7. What is the other series beach in Senggigi beach?
8. Mention the tourist facilities in Senggigi beach!
9. What activities can tourist do in Senggigi beach?
10. Is Senggigi beach well known as tourism object in Lombok island?

Answer Key

1. Descriptive Text

2. To tell the reader about Senggigi beach
3. Paragraph one
4. Paragraph two, three and four
5. Senggigi beach is located in Lombok island
6. The condition of Senggigi beach is so natural
7. Senggigi beach has a series of white sandy beaches
8. The tourist facilities are variety of restaurants, travel agents, photo processors, souvenir shops and a range of accomodations starting from guest houses to 5 star hotels and also money changers are available almost in every corner of Senggigi.
9. The tourists can swim, dive, do canoeing, surfing and also visit.
10. Yes, it is. Senggigi beach is well known as tourism object in Lombok island

LESSON PLAN

(CONTROL CLASS)

MEETING II

School : SMPN 159 Jakarta

Subject : English

Class/Semester : VII/(Seventh)

Time Allocation : 2 x 40 minutes (1 meeting)

Topic : I’m Proud of Indonesia

1. OBJECTIVE OF LEARNING

1. After being given the simple descriptive text, the student can identify the social function correctly
2. After being given simple descriptive text the student can correctly identify the structure of the text.
3. After being given simple descriptive text students can correctly identify the characteristics of the language
4. Students can write simple descriptive text with linguistic elements and correct structure.

2. MAIN COMPETENCE:

1. KI 1: Appreciate and live the religious teachings the embraces
2. KI 2: Respect and appreciate honest, discipline, responsibility, caring (tolerance) behavior, courage, confidence, in effectively interacting with the social and natural environment within the reach of society and its existence.
3. KI 3: Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture-related phenomena and eye-catching events
4. KI 4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint.

3. BASIC COMPETENCE:

3.10. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.

4.1.2 Capturing meaning in oral and written descriptive text.

4. INDICATORS OF COMPETENCE ACHIEVEMENT

e. 3.10.1. Identify the social function of descriptive text
f. 3.10.2. Identify the linguistic element of descriptive text
g. 3.10.3. Identify the text structure of descriptive text
h. 4.12. Understand the contents of simple written descriptive text

5. LEARNING MATERIAL:

d. Social Function

Boasting, introducing, identifying, praising, criticizing, etc

e. Structure of Text

(Main ideas and detailed information)

f. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures.:

3. Identification: contains about the identification of something, both living and inanimate things to be described.
4. Description: contains an explanation / description of something, either a living thing or an inanimate object, by mentioning some description, nature, character, or anything related to the description of something.

Example: **My Sphynx cat**

.

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much.

Explanation:

The first paragraph: Identification, illustrates at a glance about the spyhnx cat that will be described so that the reader will not misunderstand the cat being discussed. That the cat in question is a cat type Spyhnx, which has no feathers.

The second paragraph: Description, contains an explanation or description of Spyhnx cat by describing its properties like:

1. Have a tail like a mouse.
2. Have so many colour.
3. Spyhnx cat is a smart cat.

Language feature

1. The mention of singular nouns with a and the, and plural (-s)
2. Pronouns *it, they, she, we, dst; our, my, your, their, dst.*.
3. Adjective, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful,* etc.
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3. Main Activities (65’)

Learning model (Project Based Learning)	Scientific Approach
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…………………………2017

Teacher

Nana Sutiatna S.Pd.

NIP 19731204 200801 1010

Researcher

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10. Yes, it is. Senggigi beach is well known as tourism object in Lombok island

LESSON PLAN
(RPP)
(EXPERIMENT CLASS)
MEETING I

School : SMPN 159 Jakarta

Subject : English

Class/Semester : VII/(Seventh)

Time Allocation : 2 x 40 minutes (1 meeting)

Topic : I'm Proud of Indonesia

1. **OBJECTIVE OF LEARNING**
    1. After being given the simple descriptive text, the student can identify the social function correctly
    2. After being given simple descriptive text the student can correctly identify the structure of the text.
    3. After being given simple descriptive text students can correctly identify the characteristics of the language
    4. Students can write simple descriptive text with linguistic elements and correct structure.

2. **MAIN COMPETENCE:**
    1. KI 1: Appreciate and live the religious teachings the embraces
    2. KI 2: Respect and appreciate honest, discipline, responsibility, caring (tolerance) behavior, courage, confidence, in effectively interacting with the social and natural environment within the reach of society and its existence.
    3. KI 3: Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture-related phenomena and eye-catching events
    4. KI 4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint.
3. **BASIC COMPETENCE:**
    - **a.** Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.

    4.1.2 Capturing meaning in oral and written descriptive text.

4. **INDICATORS OF COMPETENCE ACHIEVEMENT**

i. 3.10.1. Identify the social function of descriptive text
j. 3.10.2. Identify the linguistic element of descriptive text
k. 3.10.3. Identify the text structure of descriptive text
l. 4.12. Understand the contents of simple written descriptive text

5. LEARNING MATERIAL:

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(Main ideas and detailed information)

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Example: **Borobudur Temple**

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Explanation:

1. First paragraph:

   Identification: illustrates a glimpse of Borobudur Temple that will be described so that readers will not misunderstand about the temple being discussed. That the temple is a temple called Borobudur, located in Magelang, Central Java.

2. Second paragraph:

   Description: contains the explanation or description of Borobudur Temple by describing its properties such as: being on a hill with a height of 46 meters and consists of 8 levels such as terrace. The first level is square (shaped) and surrounded by the wall . The top level is round (circular).

3. Language feature
   1. The mention of singular nouns with a and the, and plural (-s)
   2. Pronouns *it, they, she, we, dst; our, my, your, their, dst.*.
   3. Adjective, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful,* etc.
   4. Verbs to state circumstances and routine actions within simple present tense: *be, have, go, play,get, take,* etc
   5. Spelling and handwriting and print are clear and neat
   6. Speech, word pressure, intonation, when presenting verbally.

7. Topic: Analyzing social functions, text structure, and linguistic elements of some oral and written descriptive texts that can foster the behavior contained in KI.

6. APPROACHES, MODELS AND METHODS

Approaches : Scientific
Model : Project Based Learning
Method : Discussion
Technique : Three-phase Technique

7. MEDIA / TOOLS, MATERIALS AND LEARNING RESOURCES

KD	Media/Alat, Bahan dan Sumber Belajar
3.10. hankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning. 4.12 Capturing meaning in oral and written descriptive text..	Media/Tools : whiteboard Learning resources : - Text Book - Written Text - English Book, When English Rings a bell (Kelas 7 Edisi Revisi 2014, hal: 191. Sumber dari internet : www.esllibrary.com)

8. LEARNING ACTIVITIES

First meeting (2 JP)

4. Preliminary activities (10’)
   a. Students respond to greetings from teachers followed by praying together before learning led by a learner.
   b. Students respond teachers introduce themselves.
   c. Students receive information on the competencies, materials, objectives, benefits, and learning steps that will be implemented.

5. Main Activities (65')

Learning model (Project Based Learning)	Scientific Approach
4. Determining the fundamental questions. (start with the Essential Question) (10')	Communicating
	- Teacher reviews the material that has been given before. - Teacher reviews the results of the exercise at the previous meeting. - Teacher understand the results of the exercise reviews at the previous meeting.
5. Designing project planning (55')	Gathering the information
	- The teacher divides a class into several groups, with each group consisting of 4-6 students with different abilities.. (In this Jigsaw technique, each student is given the task of studying one part of the learning material). - All students with the same learning materials are studied together in groups called expert groups (Counterpart Group / CG). - In the group of experts, students discuss the same piece of learning material, as well as devise a plan how to convey to a friend if back to the original group. - The teacher gives an example of

	descriptive text - Teachers facilitate group discussions of both expert groups and groups of origin. - The teacher asks the students to analyze the text. - Students read and understand from some of these examples.
	Reasoning and Associating
	- Teacher gives a descriptif text. - Students analyze the descriptive text into the core points of the text individually. - Students understand the tect.

6. Closing Activity (5’)

- Students with teachers conclude learning.
- Students with teacher guides reflect on the activities that have been done.
- Students answer questions relating to the material that has been studied.
- Students answer the teacher's closing greetings

9. ASSESSING OF LEARNING RESULT

1. Penilaian Technique : Tertulis

2. Form : Penugasan

3.Instrument : Scale of the assessment sheet

Assessment Aspect of Attitudinal Rubric

No	Rated Aspect	Criteria	Score
1	Respect	Very often shows a polite attitude Often shows a polite attitude Sometimes shows a polite attitude Ever shows a polite attitude Never shows a polite attitude	5 4 3 2 1
2	Responsible	Very often show a responsible attitude Often show a responsible attitude Sometimes show a responsible attitude Ever show a responsible attitude Never show a responsible attitude	5 4 3 2 1
3	Honest	Very often shows the attitude of cooperation Often shows the attitude of cooperation Sometimes shows the attitude of cooperation	5 4 3 2

		sometimes shows the attitude of cooperation Never shows the attitude of cooperation	1
4	Discipline	Very often show the attitude of discipline Often show the attitude of discipline Sometime show the attitude of discipline ever show the attitude of discipline Never show the attitude of discipline	5 4 3 2 1
5	Confidence	Very often shows the attitude of confidence Often shows the attitude of confidence Sometimes shows the attitude of confidence Ever shows the attitude of confidence Never shows the attitude of confidence	5 4 3 2 1

..............................2017

Teacher	Researcher
Nana Sutiatna S.Pd.	**Muh. Yazid Khusin**
NIP 19731204 200801 1010	**NIM 2223131857**

Exercise:

Senggigi Beach

Senggigi beach is a famous tourism object in Lombok island. Senggigi is a perfect place to relax. The condition of the beach is so natural. It is not as crowded as Kuta beach in Bali, but it is a beatiful as Kuta beach.

Beside its beauty, the underwater panorama is also interesting and beautiful.Senggigi has a series of white sandy beaches and safe swimming areas. You can find a variety of restaurants, travel agents, photo processors, souvenir shops and a range of accomodations starting from guest houses to 5 star hotels. Money changers are available almost in every corner of Senggigi.

The point at central Senggigi has good waves for surfers. Senggigi beach also has a clorful reef which provides shelter to a variety of marine life and prettily shaped coral and makes it a perfect lace to snorkle. Tourists can also swim, dive, do conoeing, in Senggigi beach.

Senggigi has the other tourism object for tourist. Senggigi has a pura named "Pura Batu Bolong". Pura Batu Bolong on a rocky point south of Senggigi. Tourists can visit Pura Batu Bolong after they spend their holiday in the beach. Senggigi Beach is a perfect place for tourist to send their holiday.

Question

Answer the questions below based on the text above!

1. What kind of the text is the text above?
2. What is the purpose of the text above?
3. Which one is the identification of the text Senggigi beach?
4. Which one is the description of the text Senggigi beach?
5. Where is Senggigi beach located?
6. Describe the condition of Senggigi beach !
7. What is the other series beach in Senggigi beach?
8. Mention the tourist facilities in Senggigi beach!
9. What activities can tourist do in Senggigi beach?
10. Is Senggigi beach well known as tourism object in Lombok island?

Answer Key

1. Descriptive Text
2. To tell the reader about Senggigi beach
3. Paragraph one
4. Paragraph two, three and four
5. Senggigi beach is located in Lombok island
6. The condition of Senggigi beach is so natural

7. Senggigi beach has a series of white sandy beaches
8. The tourist facilities are variety of restaurants, travel agents, photo processors, souvenir shops and a range of accomodations starting from guest houses to 5 star hotels and also money changers are available almost in every corner of Senggigi.
9. The tourists can swim, dive, do canoeing, surfing and also visit.
10. Yes, it is. Senggigi beach is well known as tourism object in Lombok island

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS SULTAN AGENG TIRTAYASA PERPUSTAKAAN
UPT PERPUSTAKAAN UNTIRTA

LESSON PLAN
(EXPERIMENT CLASS)
MEETING II

School : SMPN 159 Jakarta

Subject : English

Class/Semester : VII/(Seventh)

Time Allocation : 2 x 40 minutes (1 meeting)

Topic : I'm Proud of Indonesia

1. OBJECTIVE OF LEARNING

1. After being given the simple descriptive text, the student can identify the social function correctly
2. After being given simple descriptive text the student can correctly identify the structure of the text.
3. After being given simple descriptive text students can correctly identify the characteristics of the language
4. Students can write simple descriptive text with linguistic elements and correct structure.

2. MAIN COMPETENCE:

1. KI 1: Appreciate and live the religious teachings the embraces
2. KI 2: Respect and appreciate honest, discipline, responsibility, caring (tolerance) behavior, courage, confidence, in effectively interacting with the social and natural environment within the reach of society and its existence.
3. KI 3: Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture-related phenomena and eye-catching events
4. KI 4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint.

3. BASIC COMPETENCE:

1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.
2. Capturing meaning in oral and written descriptive text.

4. INDICATORS OF COMPETENCE ACHIEVEMENT

1. 3.10.1. Identify the social function of descriptive text
2. 3.10.2. Identify the linguistic element of descriptive text
3. 3.10.3. Identify the text structure of descriptive text
4. 4.12. Understand the contents of simple written descriptive text

5. LEARNING MATERIAL:

1. Social Function

   Boasting, introducing, identifying, praising, criticizing, etc
2. Structure of Text

   (Main ideas and detailed information)
3. Generic Structure of Descriptive Text

   When writing descriptive text, there are some generic structures.:

   1. Identification: contains about the identification of something, both living and inanimate things to be described.
   2. Description: contains an explanation / description of something, either a living thing or an inanimate object, by mentioning some description, nature, character, or anything related to the description of something.

Example: **My Sphynx cat**

.

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much.

Penjelasan:

The first paragraph: Identification, illustrates at a glance about the spyhnx cat that will be described so that the reader will not misunderstand the cat being discussed. That the cat in question is a cat type Spyhnx, which has no feathers.

The second paragraph: Description, contains an explanation or description of Spyhnx cat by describing its properties like:

4. Have a tail like a mouse.
5. Have so many colour.
6. Spyhnx cat is a smart cat.

Language feature

1. The mention of singular nouns with a and the, and plural (-s)
2. Pronouns *it, they, she, we, dst; our, my, your, their, dst..*
3. Adjective, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful*, etc.
4. Verbs to state circumstances and routine actions within simple present tense: *be, have, go, play,get, take,* etc
5. Spelling and handwriting and print are clear and neat
6. Speech, word pressure, intonation, when presenting verbally.
7. Topic: Analyzing social functions, text structure, and linguistic elements of some oral and written descriptive texts that can foster the behavior contained in KI.

6. APPROACHES, MODELS AND METHODS

Approaches : Scientific
Model : Project Based Learning
Method : Discussion
Technique : Three-phase Technique

7. MEDIA / TOOLS, MATERIALS AND LEARNING RESOURCES

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4	Discipline	Very often show the attitude of discipline	5

		Often show the attitude of discipline	4
		Sometime show the attitude of discipline	3
		ever show the attitude of discipline	2
		Never show the attitude of discipline	1
5	Confidence	Very often shows the attitude of confidence	5
		Often shows the attitude of confidence	4
		Sometimes shows the attitude of confidence	3
		Ever shows the attitude of confidence	2
		Never shows the attitude of confidence	1

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Teacher Researcher

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS SULTAN AGENG TIRTAYASA PERPUSTAKAAN

APPENDIX 3

Data Calculation

3.1 Validity

3.2 Reliability

3.3 Normality of Pre-Test and Post-Test

3.4 Homogeneity Pre-Test and Post Test Validity

3. 5 Reliability Independent T-Test

3, 6 Effect Size (r)

Validity of the test

No	t_{count}	t_{tabel}	Result
1	-0,499	0,344	INVALID
2	0,1985	0,344	INVALID
3	2,9932	0,344	VALID
4	1,5799	0,344	VALID
5	2,0203	0,344	VALID

6	1,1863	0,344	VALID
7	0,4095	0,344	VALID
8	1,1863	0,344	VALID
9	0,9225	0,344	VALID
10	-0,028	0,344	INVALID
11	1,1863	0,344	VALID
12	1,1269	0,344	VALID
13	2,5082	0,344	VALID
14	0,167	0,344	INVALID
15	4,4048	0,344	VALID
16	0,9225	0,344	VALID
17	1,7444	0,344	VALID
18	1,1863	0,344	VALID
19	0,0661	0,344	INVALID
20	3,2478	0,344	VALID
21	0,9225	0,344	VALID
22	1,1863	0,344	VALID
23	0,4726	0,344	VALID
24	0,7373	0,344	VALID
25	0,7746	0,344	VALID
26	1,5085	0,344	VALID
27	2,7791	0,344	VALID
28	1,7444	0,344	VALID
29	1,8143	0,344	VALID
30	1,1269	0,344	VALID
31	1,953	0,344	VALID
32	1,2581	0,344	VALID
33	1,953	0,344	VALID
34	0,8159	0,344	VALID
35	1,2471	0,344	VALID
36	-0,499	0,344	INVALID
37	1,1863	0,344	VALID
38	2,6096	0,344	VALID
39	1,9178	0,344	VALID
40	3,8473	0,344	VALID
41	1,7444	0,344	VALID
42	3,3148	0,344	VALID
43	-0,094	0,344	INVALID
44	0,0548	0,344	INVALID
45	0,733	0,344	VALID
46	0,8484	0,344	VALID

47	2,3923	0,344	VALID
48	2,6987	0,344	VALID
49	1,0065	0,344	VALID
50	2,1686	0,344	VALID

Reliability of the test

NO	X	X^2	Y	Y^2	XY
1	17	289	14	196	238
2	24	576	22	484	528
3	20	400	18	324	360
4	15	225	18	324	270
5	21	441	22	484	462
6	19	361	13	169	247
7	20	400	20	400	400
8	23	529	23	529	529
9	19	361	19	361	361
10	20	400	19	361	380
11	20	400	20	400	400
12	21	441	12	144	252
13	18	324	15	225	270
14	19	361	20	400	380
15	20	400	20	400	400
16	24	576	21	441	504
17	22	484	20	400	440
18	17	289	17	289	289
19	16	256	18	324	288
20	19	361	18	324	342
21	20	400	18	324	360
22	20	400	18	324	360
23	19	361	19	361	361
24	20	400	23	529	460
25	21	441	19	361	399
26	17	289	15	225	255

27	20	400	18	324	360
28	20	400	18	324	360
29	17	289	19	361	323
30	20	400	14	196	280
31	17	289	16	256	272
32	17	289	15	225	255
TOTAL	622	12232	581	10789	11385

N	**X**	**X^2**	**Y**	**Y^2**	**XY**
32	622	12232	581	10789	11385

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X)^2\}\{n(\sum Y^2 (\sum Y)^2\}}}$$

$$r_{xy} = \frac{32(11385) - (622)(581)}{\sqrt{\{32(12232) - (622)_2\}\{32(10789) - (581)\}}}$$

$$r_{xy} = \frac{364320 - 361382}{\sqrt{(391424 - 386884)(345248 - 337561)}}$$

$$r_{xy} = \frac{2938}{\sqrt{(4540)(7687)}}$$

$$r_{xy} = \frac{2938}{\sqrt{34898980}}$$

$$r_{xy} = \frac{2938}{5907{,}5}$$

$$r_{xy} = 0{,}4973$$

After calculated the value of $r_{1/21/2}$, then insert the value of $r_{1/21/2}$ into *Spearman Brown* formula.

$$r_{11} = \frac{2\,X\,r_{1/21/2}}{(1+r_{1/21/2})}$$

$$r_{11} = \frac{2\,X\,0{,}4973}{(1 + 0{,}4973)}$$

$$r_{11} = \frac{0{,}9946}{1{,}4973}$$

$$r_{11} = 0{,}6643$$

Based on the result of Reliability of the test, it could be seen from r table with the 30 total despondences (*df*= n-1) 32 -1 = 31. It was Calculated $r_{11} \geq r_{table}$ or 0,6643≥0,3081. It can be concluded that the test was reliable.

Homogeneity Variance

A. Pre-Test

Based on the result of normality test of control class and experimental class, the tests were normally distributed because graphical method. Then, the researcher calculated the homogeneity variance by comparing the value of two variants (biggest variant and smallest variant) with the level of significance 0.05 (5 %).

Variance Data of Reading Comprehension Test

Instrument	Class	Sample (N)	Standard of Deviation (S)
Pre-test	Control	30	8.76
Pre-test	Experimental	30	10.38

a. The value of F_{count} by using the formula as follows:

$F_{count}=\frac{BV}{SV}$ Note:BV = the biggest variant

SV = the smallest variant

$$F_{count} = \frac{10.38}{8.76}$$

$= 1.184$

b. The value of F_{table} by using the formula as follows:

F_{table} = F (1 – α)(dk = k)(dk = N – k – 1)

F_{table} = F (1 - α)(dk = 1)(dk = 30 – 2 – 1)

F_{table} = F (1 – 0.05)(1)(27)

F_{table} = F (0.95)(27)

F_{table} = 1 (as numerator) and 27 (as denominator)

The value of F_{table} with the level of significance 0.05 (5 %) is 4.210

c. **F_{count} and F_{table}**

The criteria of testing as follows:

If $F_{count} \geq F_{table,}$ it means that the variance of test was not homogenous

If $F_{count} \leq F_{table,}$ it means that the variance of test was homogenous

Based on the result of homogeneity variance of control class, it was Calculated $F_{count} \leq F_{table}$ or 1.184 ≤ 4.210. It can be concluded that **the data of pre-test in control class and experimental class was homogenous.**

B. Post-test

Variance Data of Reading Comprehension Test

Instrument	Class	Sample (N)	Standard of Deviation (S)
Post-test	Control	30	10.22
Post-test	Experimental	30	11.18

a. **The value of F_{count} by using the formula as follows:**

$F_{count}=\frac{BV}{SV}$ Note:BV = the biggest variant

SV = the smallest variant

$$F_{count} = \frac{11.22}{11.18}$$

$$= 1.003$$

b. The value of F_{table} by using the formula as follows:

F_{table} = F (1 – α)(dk = k)(dk = N – k – 1)

F_{table} = F (1 - α)(dk = 1)(dk = 30 – 2 – 1)

F_{table} = F (1 – 0.05)(1)(27)

F_{table} = F (0.95)(1.27)

F_{table} = 1 (as numerator) and 27 (as denominator)

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The criteria of testing as follows:

If $F_{count} \geq F_{table,}$ it means that the variance of test was not homogenous

If $F_{count} \leq F_{table,}$ it means that the variance of test was homogenous

Based on the result of homogeneity variance of control class, it was Calculated $F_{count} \leq F_{table}$ or 1.003 ≤ 4.210. It can be concluded that **the scores of post-test in control class and experimental class was homogenous.**

The Result of Independent T_{test}

Hypothesis Testing

To prove the hypothesis of this research, statistic calculation of t-test formula with the degree of significance 5% was used. The formula as follow:

$$t_{count} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 \pm \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes:

T_{xy} : *tcount*

M_1 : Mean of deviation of experiment class

M_2 : Mean of deviation of control class

X_1 : Sum of the squared deviation score of experiment class

X_2 : Sum of the squared deviation score of control class

N_1 : The number of student of experiment class

N_2 : The number of student of control class

2 : Constant number

Step 1 : Students' scores and sum of square deviation scorein experimental class and control class

No	X	Y	X	Y	x^2	$y2$
1	55	60	16.83333	3.333333333	283.3611	11.11111

2	55	70	16.83333	-6.666666667	283.3611	44.44444
3	70	40	1.833333	23.33333333	3.361111	544.4444
4	50	50	21.83333	13.33333333	476.6944	177.7778
5	55	70	16.83333	-6.666666667	283.3611	44.44444
6	75	60	-3.16667	3.333333333	10.02778	11.11111
7	75	70	-3.16667	-6.666666667	10.02778	44.44444
8	75	45	-3.16667	18.33333333	10.02778	336.1111
9	75	50	-3.16667	13.33333333	10.02778	177.7778
10	70	50	1.833333	13.33333333	3.361111	177.7778
11	60	70	11.83333	-6.666666667	140.0278	44.44444
12	90	60	-18.1667	3.333333333	330.0278	11.11111
13	70	70	1.833333	-6.666666667	3.361111	44.44444
14	75	80	-3.16667	-16.66666667	10.02778	277.7778
15	85	70	-13.1667	-6.666666667	173.3611	44.44444
16	75	45	-3.16667	18.33333333	10.02778	336.1111
17	70	80	1.833333	-16.66666667	3.361111	277.7778
18	85	65	-13.1667	-1.666666667	173.3611	2.777778
19	65	55	6.833333	8.333333333	46.69444	69.44444
20	75	55	-3.16667	8.333333333	10.02778	69.44444
21	75	65	-3.16667	-	10.02778	2.777778

				1.666666667		
22	70	60	1.833333	3.333333333	3.361111	11.11111
23	85	85	-13.1667	-21.66666667	173.3611	469.4444
24	90	65	-18.1667	-1.666666667	330.0278	2.777778
25	70	80	1.833333	-16.66666667	3.361111	277.7778
26	65	65	6.833333	-1.666666667	46.69444	2.777778
27	70	60	1.833333	3.333333333	3.361111	11.11111
28	80	70	-8.16667	-6.666666667	66.69444	44.44444
29	80	70	-8.16667	-6.666666667	66.69444	44.44444
30	65	65	6.833333	-1.666666667	46.69444	2.777778
Total	**2155**	**1900**			**3024.17**	**3616.67**
Mean	**71.83333**	**63.33333**			**100.8056**	**120.5556**

Step 2: Calculated the value of t_{count}

$$t_{count} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 \pm \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t_{count} = \frac{71.833 - 63.333}{\sqrt{\left(\frac{3024.17. + 3616.67}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t_{count} = \frac{8.5}{\sqrt{\left(\frac{6640.84}{58}\right)(0.066)}}$$

$$t_{count} = \frac{8.5}{\sqrt{(114.497)(0.066)}}$$

$$t_{count} = \frac{8.5}{\sqrt{7.633}}$$

$$t_{count} = \frac{8.5}{2.762} = 3.079$$

Step 3: Calculated the value of t_{table}

To find the value of t_{table}, the researcher used the formula as follows:

d.f = (N_x+ N_y – 2)

= (30 + 30 – 2)

= 58

t_{table} with the level of significance 0.05 (5 %) was 2.00

Step 5: Compared t_{count} *and* t_{table}

The criteria of testing as follows:

If $t_{count} \geq t_{table},$ it means that the null hypothesis (H_0) is accepted.

If $t_{count} \leq t_{table},$ it means that the null hypothesis (H_0) is rejected.

Based on the result oftest of mean difference significant (independent t_{test}), it was Calculated $t_{count} \geq t_{table}$ or 3.079 ≥ 2.00. The alternative hypothesis was accepted. It can be concluded that there was an influence of using Jigsaw technique toward students' reading comprehension at the seventh grade of SMP Negeri 159 Jakarta.

Effect size (r)

Step 1: Calculated the value of effect size (r) by using this formula:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

where:

r : effect size
t^2 : t_{count} from the calculation of independent t_{test}
d.f : degree of freedom

$$r = \sqrt{\frac{(3.07)^2}{(3.07)^2 + 58}}$$

$$= \sqrt{\frac{9.4249}{9.4249 + 58}}$$

$$= \sqrt{\frac{9.4249}{67.4249}}$$

$$= \sqrt{0.139}$$

$$= 0.372$$

Step 2: Interpreted the value of effect size (r) by seeing the scale of effect size:

Effect Size	r_{count}
Small	0.100
Medium	0.234
Large	0.371

Based on the calculation of effect size of independent t_{test}, it can be interpreted that the effect size was at **large** level. It can be concluded that Jigsaw technique has large influence toward students' reading comprehension.

APPENDIX 4

Table

4.1 Table of r Product Moment

4.2 Table of F Distribution

4.3 Table of T

Tabel r Product Moment

Pada Sig.0,05 (Two Tail)

N	R	N	r	N	r	N	r	N	r	N	r
1	0.997	41	0.301	81	0.216	121	0.177	161	0.154	201	0.138
2	0.95	42	0.297	82	0.215	122	0.176	162	0.153	202	0.137
3	0.878	43	0.294	83	0.213	123	0.176	163	0.153	203	0.137
4	0.811	44	0.291	84	0.212	124	0.175	164	0.152	204	0.137
5	0.754	45	0.288	85	0.211	125	0.174	165	0.152	205	0.136
6	0.707	46	0.285	86	0.21	126	0.174	166	0.151	206	0.136
7	0.666	47	0.282	87	0.208	127	0.173	167	0.151	207	0.136
8	0.632	48	0.279	88	0.207	128	0.172	168	0.151	208	0.135
9	0.602	49	0.276	89	0.206	129	0.172	169	0.15	209	0.135
10	0.576	50	0.273	90	0.205	130	0.171	170	0.15	210	0.135
11	0.553	51	0.271	91	0.204	131	0.17	171	0.149	211	0.134
12	0.532	52	0.268	92	0.203	132	0.17	172	0.149	212	0.134
13	0.514	53	0.266	93	0.202	133	0.169	173	0.148	213	0.134
14	0.497	54	0.263	94	0.201	134	0.168	174	0.148	214	0.134
15	0.482	55	0.261	95	0.2	135	0.168	175	0.148	215	0.133
16	0.468	56	0.259	96	0.199	136	0.167	176	0.147	216	0.133
17	0.456	57	0.256	97	0.198	137	0.167	177	0.147	217	0.133
18	0.444	58	0.254	98	0.197	138	0.166	178	0.146	218	0.132
19	0.433	59	0.252	99	0.196	139	0.165	179	0.146	219	0.132
20	0.423	60	0.25	100	0.195	140	0.165	180	0.146	220	0.132
21	0.413	61	0.248	101	0.194	141	0.164	181	0.145	221	0.131
22	0.404	62	0.246	102	0.193	142	0.164	182	0.145	222	0.131
23	0.396	63	0.244	103	0.192	143	0.163	183	0.144	223	0.131
24	0.388	64	0.242	104	0.191	144	0.163	184	0.144	224	0.131

25	0.381	65	0.24	105	0.19	145	0.162	185	0.144	225	0.13
26	0.374	66	0.239	106	0.189	146	0.161	186	0.143	226	0.13
27	0.367	67	0.237	107	0.188	147	0.161	187	0.143	227	0.13
28	0.361	68	0.235	108	0.187	148	0.16	188	0.142	228	0.129
29	0.355	69	0.234	109	0.187	149	0.16	189	0.142	229	0.129
30	0.349	70	0.232	110	0.186	150	0.159	190	0.142	230	0.129
31	0.344	71	0.23	111	0.185	151	0.159	191	0.141	231	0.129
32	0.339	72	0.229	112	0.184	152	0.158	192	0.141	232	0.128
33	0.334	73	0.227	113	0.183	153	0.158	193	0.141	233	0.128
34	0.329	74	0.226	114	0.182	154	0.157	194	0.14	234	0.128
35	0.325	75	0.224	115	0.182	155	0.157	195	0.14	235	0.127
36	0.32	76	0.223	116	0.181	156	0.156	196	0.139	236	0.127
37	0.316	77	0.221	117	0.18	157	0.156	197	0.139	237	0.127
38	0.312	78	0.22	118	0.179	158	0.155	198	0.139	238	0.127
39	0.308	79	0.219	119	0.179	159	0.155	199	0.138	239	0.126
40	0.304	80	0.217	120	0.178	160	0.154	200	0.138	240	0.126

APPENDIX 5

Research Documentations

5.1 Documentations of the Research

5.2 Letters

Documentation of the Research

Picture 5.1.1 Try Out

The researcher giving Try Out

Picture 5.1.2 Pre-Test of Control Class

The researcher giving pre-test in control class

Picture 5.1.2 Pre-Test of Experiment Class

The researcher giving pre-test in experiment class

5.1.3 The Implementation of Jigsaw Technique

The researcher giving material using jigsaw technique in the experimental class

5.1.4 Post-test of Control Class

The researcher giving the post-test to the control class

5.1.5 Post- Test of Experiment Class

The researcher giving the post-test to the experiment class

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS SULTAN AGENG TIRTAYASA
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Nomor : 0856 /UN.43.2/KK/ 2017 22 September 2017
Lampiran : —
Hal : Permohonan Penelitian Tugas Akhir / Skripsi

Kepada Yth,
Kepala SMP Negeri 159 Jakarta

Di
Jakarta Barat

Sehubungan dengan rencana Penyusunan Tugas Akhir/Skripsi bagi mahasiswa kami, dengan ini mengajukan permohonan tempat penelitian di Perusahaan/Lembaga yang Bapak/Ibu pimpin.

Adapun data mahasiswa yang bersangkutan adalah sebagai berikut.

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Durasi (Lama Penelitian) : 14 Hari
Rencana Topik : "The influence of using jigsaw technique toward students' reading comprehension at seventh grade of SMPN 159 Jakarta "

Demikian permohonan kami sampaikan atas kerjasamanya dan perhatian Bapak/Ibu kami ucapkan terima kasih.

Wakil Dekan Bidang Akademik

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4

Tembusan :

- Ketua Program Studi Pendidikan Bahasa Inggris

PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 159 JAKARTA
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Sehubungan dengan surat dari Universitas Sultan Ageng Tirtayasa, Nomor 0856/UN.43.2/KK/2017 Tanggal 22 September 2017 Perihal Permohonan Penelitian Tugas Akhir/Skripsi, maka kami pada prinsipnya tidak keberatan sekolah kami digunakan sebagai tempat penelitian tugas akhir/skripsi oleh mahasiswa:

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Rencana Topik : "*The influence of using jigsaw technique toward students' reading comprehension at seventh grade of SMPN 159 Jakarta*"

Demikian, atas perhatian dan kerjasamanya diucapkan terima kasih.

Jakarta, 2 Oktober 2017
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KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SULTAN AGENG TIRTAYASA

Nomor : 0258 /UN43.2/PP/SK/2017

Tentang

PENGANGKATAN PEMBIMBING PENYUSUNAN SKRIPSI
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- a. Bahwa untuk pelayanan Bimbingan Penyusunan Skripsi mahasiswa, dipandang perlu diangkat Pembimbing Penyusunan Skrips;
- b. Bahwa pengangkatan Pembimbing Penyusunan Skripsi tersebut perlu ditetapkan dalam keputusan Dekan.

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- c. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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- f. SK Rektor Untirta Nomor: 818/UN43/KP/SK/2015 tentang pengangkatan Dekan FKIP Untirta;
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MEMUTUSKAN

Menetapkan :

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Kedua : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila di kemudian hari terdapat kekeliruan, akan diadakan perubahan dan perbaikan sebagaimana mestinya.

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1	2223130897	Sukarja	An Analysis of Students' Error in Using Relative Pronouns (Case Study in the Second Year Students of SMAN 4 Kota Serang)	Pembimbing 1: Dr. Yudi Juniardi, M.Pd. Pembimbing 2: Delsa Miranty, M.Pd.
2	2223132050	Muhammad Farhan	The Influence of Using WordWalls Media towards Students' Analytical Exposition Writing at The Eleventh grade in SMK Jaya Buana	Pembimbing 1: Rosmania Rima, M.Pd. Pembimbing 2: Dhafid Wahyu Utomo, M.A
3	2223132362	Atika Wirda Ningsih	A Translation Analysis of Proper Nouns and Translator's Ideological Tendency Applied in Ransom Riggs' Miss Peregrine's Home and Peculiar Children	Pembimbing 1: Dr. John Pahamzah, M.Hum Pembimbing 2: Wieka Barathayomi, M.Hum.
4	2223131857	Muh. Yazid Khusin	The Influence of Using Jigsaw Technique toward Students' Reading Comprehension at Seventh Grade of SMPN 159 Jakarta	Pembimbing 1: Rosmania Rima, M.Pd. Pembimbing 2: Dhafid Wahyu Utomo, M.A
5	2223130263	Siti Liawati	Improving Students' Vocabulary through Reading Fables Story at Fourth Grade of MIN 1 Serang	Pembimbing 1: Dr. Masrupi, M.Pd. Pembimbing 2: Ledy Nurlely, M.Pd.

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