THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT SMAN 3 BULUKUMBA
(A Pre-Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education

Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for Degree of Education in English Department

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iii

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iv

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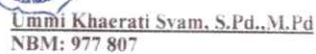
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MOTTO AND DEDICATION

Mottos

- *No one who is being useless in this world, they can help out others problem*

- *Dreams belong to everyone, but success belongs only to those who are able to strive for their dreams to come true*

Dedication

I dedicate this thesis to my beloved parents, my brother, my little sister, my friends and all of my family always support me

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Researcher,

A. Widya Lestari

ABSTRACT

A. Widya Lestari 2021. The Use of Jigsaw Technique to Improve Students Reading Comprehension at SMAN 3 Bulukumba. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervisor by M. Arif Paturusi and Eka Prabawati Rum.

This research aimed to know the effectiveness in reading comprehension through the Jigsaw technique and to know any positive responses in reading comprehension after using Jigsaw technique the eleventh grade at SMAN 3 Bulukumba. The Jigsaw technique means the researcher designed a materials was a narrative text. The scope in this research was focused to students reading comprehension in term literal and Interpretive . The designed of this research was pre experimental method. This research decided to choose XI IPA class that consists of 20 students.

The researcher found that the result of pretest was 64.10 and the mean score of posttest was 79.91, the improvement of posttest was 24.66, In addition the statistical computation described that jigsaw technique was effective to improve students' reading comprehension. It proved by the test value was higher than t-table value (18.16>2.093). it meant the alternative hypothesis (H1) accepted while the null hypothesis (H0) rejected. Based on the result analysis, the researcher concluded teaching comprehension through Jigsaw Technique can improve students' reading comprehension.

Keywords: *Jigsaw Technique, reading comprehension, narrative text.*

ABSTRAK

A. Widya Lestari 2021. Penggunaan Teknik Jigsaw untuk Meningkatkan Pemahaman Membaca Siswa di SMAN 3 Bulukumba. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dosen Pembimbing oleh M. Arif Paturusi dan Eka Prabawati Rum.

Penelitian ini bertujuan untuk mengetahui keefektifan dalam pemahaman bacaan melalui teknik Jigsaw dan untuk mengetahui respon positif dalam pemahaman bacaan setelah menggunakan teknik Jigsaw pada siswa kelas sebelas di SMAN 3 Bulukumba. Teknik Jigsaw artinya peneliti merancang materi berupa teks naratif. Ruang lingkup dalam penelitian ini difokuskan pada pemahaman bacaan siswa secara literal dan interpretif. Rancangan penelitian ini adalah metode pra eksperimental. Penelitian ini memutuskan untuk memilih kelas XI IPA yang terdiri dari 20 siswa.

Peneliti menemukan bahwa hasil pretest 64.10 dan nilai rata-rata posttest 79.91, peningkatan posttest adalah 24.66. Selain itu perhitungan statistik menggambarkan bahwa teknik jigsaw efektif untuk meningkatkan pemahaman membaca siswa. Hal ini dibuktikan dengan nilai uji lebih tinggi dari nilai t tabel (18.16>2.093). Artinya hipotesis alternatif (H1) diterima sedangkan hipotesis nol (H0) ditolak. Berdasarkan analisis hasil, peneliti menyimpulkan pemahaman pengajaran melalui Jigsaw Technique dapat meningkatkan pemahaman bacaan siswa.

Kata kunci: *Teknik Jigsaw, pemahaman membaca, teks naratif.*

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF RELATED LITERATURE

CHAPTER III RESEARCH METHOD

CHAPTER IV FINDING AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

A. Background

English language has a significant, specifically Indonesia. English has four fundamental language abilities. They are reading, talking, composing, and tuning in. Composing and communicating in is associated language creation, Therefore, they are viewed as profitable aptitudes. The opposite side, Reading and listening is connected with getting message. In this manner, they are views as responsive abilities. Harmer (1989:16).

Reading is an approach to discover the data or information from the composed content. The essayist is the transporter of data or information, for example, thoughts, story and much data. The understudies as a read are the beneficiary of the data subsequent to reading. Reading is a one of the language aptitudes which are dominated by the understudies through the educating and learning of reading, the understudies are assume to be capable to appreciate the understanding section and to develop the understudies capacity in incorporated to the next skill through reading that they need to comprehend about the substance of understanding content. Perception is the point of reading. It makes the understudies to be capable to get the purpose of understanding content. At the point when they read, they discover data from the content. Subsequently, the understudies must to focus again in understanding cognizance.

As indicated by McNamara (2007:3) appreciation prompts the ability to go surpass the words, to comprehend the thoughts and the connections between thoughts passed on in a book. Chesla (1997:135) express that there are a ton reasons why individuals may have pained in arrangement or retain what they have read, for example, they are too languid pondering different things, the jargon is excessively hard and they are not pulled in topic.

Reading comprehension is not easy task, especially for senior high school students. Hence, the students must have ability to interpret the meaning of the words, expression and sentences. Comprehension is much needed to catch the meaning of the text or written information.

According to Hill as cited in Ikah (2006: 15), reading is what the reader does to find the meaning he needs from textual sources, In other word, students cannot find the purposes or message of author without comprehension properly, if students read without understanding, they will find nothing from what they have read. Therefore, the teacher must provide techniques in reading comprehension and through these technique students can be interested in understanding a reading text.

Based on the researcher experience when she was conducting the second internship at SMAN 3 Bulukumba, the research found a problem on the students. The problem is the students still confuse and difficult to comprehend the text especially on finding information from the text. It happened because many factors that influence students reading comprehension such as vocabularies, word meanings and grammar. It makes the students difficult to comprehend the text.

They need concentration in order to get comprehension properly. Therefore, the teacher should choose good technique to improve students reading comprehension.

To improve students reading comprehension, the teacher should apply a good technique to help students to activate their prior knowledge. But in this research tries to use Jigsaw technique. Jigsaw technique students learn to do team work and they are assigned to become an expert in the learning materials that had been divided into several parts. Each group will be given different part of learning material. Then the members of each group will meet other groups to discuss their topic and return to their group.

According to Arends (1997), Jigsaw is a type of cooperative learning which consists of same members in a group that have responsibility for mastering a part of material and have an ability to teach them to the other member from their group. Slavin (1995:111) Jigsaw is group working consolidate a method where by understudies give data they have assortment with colleagues and there a great deal cases, with the class all in all. Understudies are addressed on all themes and the test scores are found the middle value of from bunch scores. In this way, on the off chance that them to fruitful, bunch individuals should not exclusively to complete their undertakings yet in addition do the best to give data with their gathering mates.

Considering explanation above the researcher formulates this research under the title "The Use Of Jigsaw Technique to Improve Students' Reading Comprehension at SMAN 3 Bulukumba.

B. Problem Statement of the Research

Based on the background above, the researcher formulates the following question as "Does jigsaw technique improve the students' reading comprehension in terms of literal and interpretive?"

C. Objective of the Research

Whether or not the students' reading comprehension improve through Jigsaw Technique.

D. Significance of the Research

1. The Teachers

The benefits for teachers the result of this research can give contribution to enrich their ways in teaching reading comprehension and making students more interested in learning process.

2. Benefits for students

The benefits for students are to improve students' reading comprehension and can give them information how to improve their reading comprehension through Jigsaw technique.

3. The Researchers

Benefits for researcher can get the results of increasing students in reading comprehension and researcher can find out information regarding to the use of Jigsaw technique.

E. Scope of the Research

This research is to improve students' reading comprehension through Jigsaw technique which focuses on literal and interpretive in reading comprehension. This research used narrative text as the pretest and posttest instrument.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings :

Some researchers have done studies on reading comprehension technique and it is contributed in English teaching, their findings as follows:

Saputro (2018) in her article journal *"The Use Of Jigsaw Ii To Enhance The Students Reading Comprehension In The First Grade Of Papua Senior High School"* concludes that findings of the research were the mean score of pre test is 55,6 and score of post test is 77,7. It means that using Jigsaw to Enhance can improve students reading comprehension.

Nurbianta (2018) in her journal *"The Effectiveness of Jigsaw Method in Improving Students Reading Comprehension"* found that There is significance influence of Jigsaw technique in Increasing Students Reading Comprehension. The jigsaw method provides high motivation for students to learn and encourages students' interest in learning English.

Fransiska (2017) in her journal *"Improving the Eight Graders' Reading Comprehension through Jigsaw Technique at SMP 1 PSKD"* that found the improvement of the eighth graders' reading comprehension scores can be seen from the result of the pre-test and post-test. In addition to the score increase, jigsaw technique can improve the students' enthusiasm in learning reading comprehension.

The similarities between those previous research findings above and this research is the using cooperative learning to improve reading comprehension and using experimental research. Moreover, there are some differences between this research and previous research Such as sample of research, instrument of the research and reading material.

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition of Reading

Reading is a fundamental language learning ability. It can not be isolated from other language learning expertise also composing, talking and tuning in. All English students should consider this aptitudes. Reading abilities can build another dialect aptitudes. Reading aptitudes as a rule advance openly with a scholarly taste, since they can increment and extend jargon. Reading like any another ability is more appreciate to do. In light of Patel and Jain (2008:113 – 114) states as follows: "Reading is a significant movement in existence with which one can refresh his/her insight. Reading expertise is a significant instrument for scholarly achievement. Reading is the main movement in any language class. Reading isn't just a wellspring of data and a pleasurable movement yet in addition as a methods for solidifying and broadening one's information on the language. Reading is exceptionally important to extend the brain, again and comprehension of the unfamiliar culture".

According to Harmer (2007: 99) reading is helpful for language securing. Given that understudies pretty much comprehend what they read, the more they read, the better they get at it. In light of Grellet (2004:7) reading is a consistent cycle of speculating, and what one brings to the following is regularly more significant than what one finds in it. In reading, the understudies ought to be instructed to utilize what they know to comprehend obscure components, regardless of whether these are thoughts or basic words.

According to Day and Bamford (1998:12) reading is the development of significance from a printed or composed message. It implies the development of importance includes the reader associating data from the composed message with past information to show up at significance and comprehension.

Mikulecky (2011:5) states that reading is a complex cognizant and oblivious mental cycle where the reader utilizes an assortment of procedures to remake the implying that the writer is expected to have proposed, in light of information from the content and from the readers earlier information.

Based on some definition above, the researcher can concludes that reading is one of the important things because by reading students can find information in reading texts and expand their knowledge. Reading can enrich vocabulary and find important ideas in reading text.

b. The Aims of Reading

The fundamental thought reason in reading is to look for and obtain the data including the challenge of reading and understanding the significance of understanding content.

Tarigan (2008: 9) said that there are some significant things about the point, as follow :

a. The readers attempt to discover or know the experience of somebody what he has done or something that happens to him or the path how to settle his/her issues.

b. Reading for fundamental thought

The readers attempt to understand what the subject interest and the issue of the story.

c. Reading for succession or association

The reader attempt to realize what occurs in each piece of stories, activity, and so on.

d. Reading for Inference

The readers attempt to discover the end from the activity or the thought in content.

e. Reading to group

The readers attempt to order some data or activities of the essayist in the content or section.

f. Reading to assess

The readers attempt assess what the author has done or what he attempt to clarify in his passage.

g. Reading to Compare or Contrast

The reader looks at the plot of story or substance, regardless of whether, have closeness with him or even difference.

From the reason above, reading have significant job for the readers. It very well may be infer that reading as getting sorted out and concentrate likewise for an overall impression Moreover, we can realize that reading as learning content.

c. Type of Reading

There are numerous sorts in reading to read a book. Each type has an alternate points of interest and inconveniences for the reader. Furthermore, it relies upon what sort of reading that will utilized by the reader to read a book. As indicated by Patel and Jain (2008: 117) there are a few kinds of reading: escalated reading, broad reading, so anyone might hear reading, and quiet reading. The clarification of kinds of reading can be seen underneath:

a. Intensive Reading

Intensive reading is bear to the outcome in learning action under the direction of the instructor. It will serve an essential for clarifying the challenges of the structure and for adding information on jargon

b. Extensive Reading

Broad reading will choose a lower level of trouble material for broad understanding aptitude. The understudy will be train by the

motivation behind broad reading to read straightforwardly and fluidly in the objective language for pleasure, without the guide of the instructor.

c. Aloud Reading

Reading resoundingly additionally has a significant part in instructing English. The preparation of resoundingly reading need to know by the instructor to give at essential level, since it is the fundamental of words elocution.

d. Silent Reading

Quiet reading is an exceptionally crucial aptitude in instructing English. Quiet reading was utilized to improve reading capacity of the students.

d. Reading Comprehension

Khoiriyah (2010:1) states reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.

According Wilma H (2000:183), perception is the way toward building an association between what the readers knows and what the person doesn't have a clue, between the new and the old. Appreciation is a getting a charge out of cycle, regularly starting before a book is opened, changing as the material is read and

proceeding to change even after the book is finished. Perception is building importance from the literature.

Snow (2002: 9) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By doing those activities, students are expected to get the content of the reading materials and achieve their purpose and expectation.

Klingner (2007: 8) defines reading comprehension as complex processing involving interaction of many components, they are readers' background knowledge, readers' reading strategies, the text, readers' interest in topic, readers' knowledge of text type. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers gain their reading comprehension.

based on the description above the researcher concludes that reading is activity for achieving the comprehension. comprehension is the capacity of knowing or understanding the written language or a certain.

e. Level of Comprehension

1. Literal Comprehension

Literal comprehension at this level involves surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. This degree of cognizance speaks to the base of contribution with respect to the readers. It is the straightforward comprehension of the words and thoughts of creator. The creators rub is gotten yet not inspected, assessed, or used in any capacity.

According to karlin (1972) pointed out that the ability to read for literal meanings depends on the ability to recognize the context. Readers use context to predict word meaning or select missing words. The context may actually define words, relate words to prior knowledge, provide information to build concepts. While each word in a passage has a specific definition, each word is also defined by the words surrounding it in a sentence. It means, literal reading comprehension is the skill getting the primary direct literal meaning of a word, ideas, or sentence in context.

Smith (1980) states that literal comprehension refer to the idea and facts that are directly stated on the printed pages in facts.

a. Main Idea

According to Hariming as cited in mariana (2012:20) defines the main idea is the most important piece of information the author wants to know about the concept of that paragraph. When authors write they an idea in mind that they are trying to get across. This especially true as authors compose paragraphs. An author organizes each paragraphs main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

The main idea is very commonly found at the beginning and is followed by supporting sentence. Very often the writer begins with supporting evidence and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences.

So, the main idea may be stated at the beginning, in the middle, or at the end of paragraph.

2. Interpretive Comprehension

Interpretive Comprehension at this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension). Interpretive or referential comprehension includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes.

3. Critical reading

Critical reading is ideas and information are evaluated. Critical evaluation occurs only after students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

- The ability to differentiate between facts and opinions.
- The ability to recognize persuasive statements .
- The ability to judge the accuracy of the information given in the text.

2. The concept of Jigsaw Technique

a. Definition of Jigsaw Technique

Aronson (2011: 43) stated that Jigsaw Technique is a technique which has a strong effect on students' attitude to learning, the social relationship among students in the group. This also means that Jigsaw Technique can help the students to rely on each other for information in a way which puts on students above others. Finally, each student will be valuable to the group.

Jigsaw is one of exercises of agreeable strategies which can tackle this issue. Slavin (1995: 111) expressed that jigsaw incorporates a system where by understudies share data they have accumulated with their gathering mates and with the other gathering mate in the class. Understudies are tested on all points and the test scores are arrived at the midpoint of to shape group scores. In this manner, if the group needs to be effective, the understudies part should understanding about the material and furthermore work superbly of offering data to their partners.

As per Slavin (1995: 122) jigsaw is one of the working gathering or helpful exercises which are appropriate in the showing understanding appreciation. It is one sort the least complex technique for agreeable learning. Encouraging reading would be simpler on the grounds that this way requests that the understudies be dynamic in the class. They will be in the group comprising of different great understudies and frail understudies. Each group comprise of 5-6 understudies and they will concentrate together to improve accomplishment as individual improvement scores subsequent to taking the individual test. Each part in the

group ought to be liable for their own material to the individual from their material.

As indicated by Kagan (2001) jigsaw is a compelling methodology to utilize when you need to expand understudy's authority or a theme close by, help their idea advancement, upgrade focused on conversation among understudies, and encourage bunch project support in learning. Thusly, this technique would make understudies to build up their material and increment their capacity to authority about the content.

From the clarifications above, it tends to be inferred that jigsaw is the understudies exercises, separated them into some gathering which are relevant in the showing understanding perception and to tackle the issue in understanding appreciation.

b. Jigsaw Technique System

In the kind of Jigsaw helpful realizing there are gatherings of source and master gatherings. The birthplace bunch is the parent gathering of understudies whose individuals all have various pieces of the material and are a blend of a few master gatherings. The home group is also called the Home Group. Expert group is a group of students consisting of members from different origin groups who study and explore the same material. The expert group is also called the Expert group.

According to Aronson (2008) The methodology of Jigsaw procedure in Instructing reading understanding are as per the following :

1. Dividing understudies into four or five individuals called "home gathering". The gatherings ought to be different regarding sex, nationality, capacity and expertise.

2. Appointing one understudy from each gathering as a pioneer.

3. Dividing the material into four or five sections.

4. Assigning every understudy to gain proficiency with a section of the material.

5. Giving understudies time to read beneficiary section at any rate twice and become acquainted with it.

6. Forming impermanent "master gathering" by having one understudy from each home gathering join different understudies appointed to a similar fragment. At this progression, instructor should offer opportunity to these "master gatherings" to examine the central matters of their fragment and to practice the introductions they will make to their home gathering.

7. Bringing the understudies once again into their home gathering

8. Asking every understudy to share the section to the gathering.

9. Circulating from gathering to gathering, noticing the cycle. In the event that there is bunch having issue, for instance; 5 part is overwhelming or problematic, make a proper intercession.

10. Giving a test on the material to discover understudies' accomplishment.

c. The advantage of using Jigsaw Technique

As indicated by Mengduo and Xiaoling (2010: 122) the jigsaw homeroom decreases understudies' hesitance and tension to partake in the study hall exercises, while expanding confidence and self-confidencel. The jigsaw procedure is a powerful method to advance understudy cooperation and excitement just as a valuable strategy for language students to achieve learning undertakings in the homeroom.

Jigsaw learning makes it workable for understudies to be acquainted with material but bear a significant level of moral obligation. It creates collaboration and helpful learning abilities inside all understudies and a profundity of information impractical if the understudies get familiar with the entirety of the material all alone.

At long last, since understudies should report their own discoveries to the home gathering in jigsaw learning, it regularly unveils an understudy's own comprehension of an idea just as uncovers any false impressions.

Marhamah and Mulyadi (2013: 711) confirm that the Jigsaw strategy gives an approach to help understudies become dynamic in study hall exercises or potentially exercises. At the point when understudies are restless or in some cases even reluctant to contribute, they will miss data that is expected to completely comprehend the material.

3. Narrative

Narrative is the form writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narrative include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation.

Generic structure of narrative Text

1. Orientation

Sets the scene and introduces the participants. It is about the opening paragraph where the characters of the story are introduces

2. Complication

A crisis arises. Where the problem in the story is developed.

3. Resolution

The crisis is resolved, for better or for worse and where the problem in the story is solved

C. Conceptual Framework

A brief explanation of conceptual framework as follows:

```
        ┌─────────────────┐
        │    Reading      │
        │  Comprehension  │
        └────────┬────────┘
                 ↓
        ┌─────────────────┐
        │ Jigsaw Technique in │
        │   Reading Class   │
        └────────┬────────┘
                 ↓
        ┌─────────────────┐
        │ Improving Students Reading │
        │    Comprehension    │
        └─────────────────┘
```
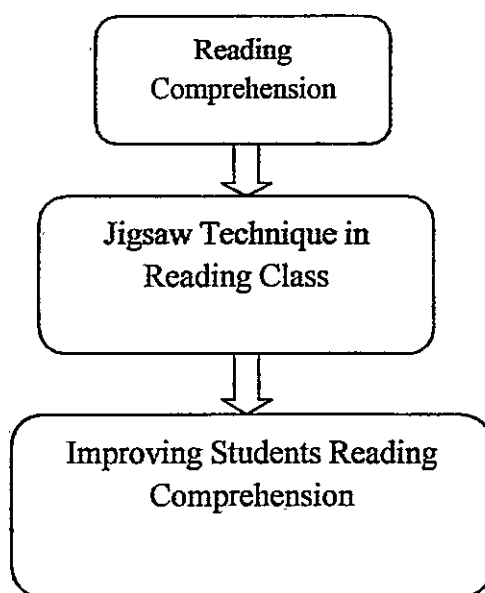
Figure 2.1 Conceptual Framework

In the first meeting the researcher gave a pretest to see their prior knowledge in reading comprehension. The second to four meetings, then the researcher provides treatment by applying Jigsaw Technique. Then in the last meeting, the researcher gave a posttest to know students improvement applying the treatment. The researcher focused on literal comprehension and Interpretive comprehension which cover main idea and conclusion.

According to Leuphana (2017), the conceptual framework is a construct where you discuss concepts and theories that are involved in your research work. This conceptual framework is such as the first step in research. In order to define problem statement, objectives, justification and methodology need a preliminary

conceptual basis. In order words, this conceptual basis helps researcher to delimitate object of study and the general scope of research.

D. Hypothesis

There were two hypothesis in this research. They were H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

i. H0 (Null hypothesis) : There is no significant difference on students reading comprehension before and after treatment by using Jigsaw Technique.

ii. H1 (Alternative hypothesis) : There is a significant difference on students reading comprehension before and after treatment by using Jigsaw Technique.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was pre experimental method "one group pre-test and post-test design" where the researcher did an experiment to one group only. It consist of single class. In this design, before the treatment is given the sample is given a pre test and at the end of the learning sample is given a post test.

Sugiono (2010:19) stated that the pre-experimental research results are dependent variables not solely influenced by independent variables. this happens because, there is no control variable, and the sample is not chosen as random.

The design of One Group Pretest-Posttest is as follows:

Table 3.1 The design of the experiment

Pretest	Independent	Posttest
Y1	X	Y2

(Ary, 2010: 303)

Where:

Y1 : Pre-Test

X   : Treatment by use jigsaw technique

Y2 : Post-Test

B. Population and Sample

a. Population

The research defined the population before collecting the sample, including the description of the member to be included. In this research the population take students in SMAN 3 Bulukumba in academic 2020-2021, which consists of one class.

b. Sample

As the process of sampling, the researcher decided to choose XI IPA class that consists of 20 students. The researcher decided those classes by using purposive sampling technique. The classes has desired characteristics with the aim of research that it is expected to answer the research problems.

As indicated by Gay (1992) sample is the way toward choosing a number individual for an investigation so that the individual speak to the bigger gathering from which they were. Then Ary et al (2006:167) examining is the little gathering that is noticed. Inspecting is additionally as a way the analyst select number of people as an example which present the populace. Ary et al (2010:149) orders two significant sorts of testing strategies in to likelihood inspecting and non-likelihood examining.

Table 3.2 Sample of the Research

Class	Major	Total Students (X)
XI	IPA	20

C. Research Instrument

The instrument of this research is a reading test, as a tool used researchers to collect data that makes it better and systematically makes data easier to process. In this study using a test instrument. This test is a question about usage to measure the achievement or ability of each class.

Instrument has important function in this research. To collect data, the researcher used instruments. Creswell (2012:157) an instrument is to measure the variables in the study may not be available in the literature or commercially. Creswell explains that developing an instrument consist of several steps such as identifying the purpose of the instrument, reviewing the literature, writing the questions and testing the questions with individuals similar to those plan to study.

D. Research Variable and Indicators

1. Variables

a. Independent Variable

Independent variables are variables that can give influence or response to the dependent variable. In this study, the independent variable is the test results from the use of Jigsaw Technique in improving students' Reading comprehension .

b. Dependent Variable

Dependent Variable is students reading comprehension

2. Indicators

The indicator of the research is literal and interpretive. It consist of literal and interpretive.

E. Procedure of Collecting Data

To collect the data, the researcher used of some procedures:

1. Pretest

Before giving treatment, the researcher first performed a pretest by giving five questions which talk about narrative text and the form of the text is essay test.

2. Treatment

The researcher gave treatment by using Jigsaw Technique. The treatment of the research is conducted in five meetings in which each meeting needs 90 minutes.

1. Dividing understudies into four or five individuals called "home gathering". The gatherings ought to be different regarding sex, nationality, capacity and expertise.

2. Appointing one understudy from each gathering as a pioneer.

3. Dividing the material into four or five sections.

4. Assigning every understudy to gain proficiency with a section of the material.

5. Giving understudies time to read beneficiary section at any rate twice and become acquainted with it.

6. Forming impermanent "master gathering" by having one understudy from each home gathering join different understudies appointed to a similar fragment. At this progression, instructor should offer opportunity to these "master gatherings" to examine the central matters of their fragment and to practice the introductions they will make to their home gathering.

7. Bringing the understudies once again into their home gathering.

8. Asking every understudy to share the section to the gathering.

9. Circulating from gathering to gathering, noticing the cycle. In the event that there is bunch having issue, for instance; 5 part is overwhelming or problematic, make a proper intercession.

10. Giving a test on the material to discover understudies' accomplishment.

3. Posttest

Posttest is carried out in the last meeting. The researcher gave posttest to find out the data of treatment. The test is similar to pre-test.

The answer of the pretest and posttest were analyzed by using the following scoring rubric.

a. Criteria score of main idea

Table 3.3 Criteria Score of Main idea

Criteria	Score
The answer include a clear generalization that state or implies the main idea	4
The answer states or implies the main idea from the story	3

Indicator incomplete understanding of main idea	2
The answer include minimal or no understanding of main idea	1
No answer	0

(Harmer as cited in Murniati 2015:35)

b. Criteria score of Conclusion

Table 3.4 Criteria Score of Conclusion

Criteria	Score
Conclusion reflect resource reading in development of idea	4
Conclusion reflect readings in development	3
Conclusion reflect only reading in development of idea	2
Conclusion their answers, but do not reflect any reading of resources in development idea.	1
No Answer	0

(Harmer, 1979:215)

F. Technique of Data Analysis

In analyzing the data, the researcher used some steps as follows:

1. Scoring the students' correct answer of pretest and by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of items}} \times 100\%$$

(Gay as cited in Mariana, 2012: 33)

2. Classifying the students' score into the following criteria:

Table 3.5 Classification of students' score

Scale	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
46-55	Poor
0-45	Very Poor

(Depdikbud, 1985:5)

3. Computing the frequency and rate percentage of the students score byusing formula:

$$P = \frac{F}{N} \times 100$$

Where:

P: Rate Percentage

F : Frequency of the students

N : The total number of the students

(Sudjana, 2011:26)

4. Calculating the mean score of the student' answers by using formula:

$$x = \frac{\sum x}{N}$$

Where:

$\overline{X}$ = mean score

$\sum x$ = The raw of the of all score

N   = The number of objects

(Gay, 2006)

5. Finding the improvement's percentage of students' reading comprehension in pre-test and post-test by applying formula bellow:

$$P = \frac{X2 - X1}{X1} \times 100\%$$

Where: P = percentage

X1 = the mean score of pre-test

X2 = the mean score of post-test

(Arikunto, 2006:23)

6. Finding significant differences between pre-test and post-test by applying formula bellow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

Where:

t = test of significant difference

D = the mean of the differences between the post-test

$\Sigma D2$ = sum of the squares of the differences between the

the pre-test and post-test

$(\Sigma D2)$ = the square of the differences between the pre-test

and post-test

N = Number of the students

I = Constant number

(Gay, 2006)

The Jigsaw technique would success to improve students' reading comprehension, whenever the students' reach 75 (KKM score) and the students would be categorized as fail, whenever their score under 75.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

The findings of this research deal with the classification of students pre-test and post-test. To know the answer of the research question in the previous chapter, the researcher administered a test that was given twice. A pre-test was given before treatment which is knowing the students reading comprehension before doing the treatment, while post-test was given after treatment that is knowing the students reading comprehension after doing treatment and the result of the post-test of this research can answer the first question of this research that aims to know the students reading comprehension by using jigsaw technique at eleventh grade of SMAN 3 Bulukumba

1. **The Students' Rate Percentage and mean Score in Reading Comprehension in Term Literal and Interpretive**

   In this part the researcher presented students' rate percentage and mean score in reading comprehension in term Literal and Interpretive

   a. **The students' Rate Percentage and Percentage of Students' Pretest and Posttest in Reading Comprehension in term Literal**

      In this section the researcher presented students' rate frequency and percentage of students' reading comprehension in term Literal to pretest and posttest. It can be seen in table 4.1 below

Table 4.1 The Rate Frequency and Percentage of students' Pretest and Posttest in term Literal

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	0	0	0	0
86-95	Very Good	0	0	4	20%
76-85	Good	9	45%	14	70%
66-75	Fairly Good	7	35%	2	10%
56-65	Fair	3	15%	0	0
46-55	Poor	1	5%	0	0
46-55	Very Poor	0	0	0	0
Total Score		20	100	20	100

Table 4.1 above shows the rate frequency and percentage of score in pretest and posttest from 20 students. This table shows 9 (45%) students were classified as good, 7 (35%) students were classified as fairly good, 3 (15%) students were classified as fair, 1 (5%) students were classified as poor and none of the students got excellent, very good and very poor in pretest. While posttest result show 4 (20%) students were classified as very good, 14 students were classified as good, 2 (10%) students were classified as fairly good and none of students got excellent, fair, poor and very poor.

b.   The Mean Score and Improvement of Students in Reading Comprehension term Literal

The students' reading comprehension in term literal was obtained for pretest and posttest. It can be seen in the table 4.2

Table 4.2 The mean score and improvement of the students' pretest and posttest in reading comprehension in term Literal

Indicator	Mean score		Percent Improvement
	Pretest	Posttest	
Literal	71.97	82.31	14.36%

Table 4.2 shows that the mean score of the pretest was 71.97 while the mean score of the posttest increased 82.31. The improvement of the students' mean score in pretest and posttest was 14.36%.

c. The Students' Rate Percentage and Percentage of Students' Pretest and Posttest in Reading Comprehension in term Interpretive

In this section the researcher presented students' rate frequency an percentage of students' reading comprehension in term literal in pretest and posttest. It can be seen in table 4.3 below

Table 4.3 The frequency and percentage of the students' pretest and posttest in term interpretive

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	0	0	2	10%
86-95	Very Good	0	0	0	0
76-85	Good	0	0	0	0
66-75	Fairly Good	5	25%	18	90%
56-65	Fair	0	0	0	0
46-55	Poor	15	75%	0	0
46-55	Very Poor	0	0	0	0
Total Score		20	100	20	100

Table 4.3 above shows the rate frequency and percentage of score in pretest and posttest from 20 students. This table shows 5 (25%) students were classified as fairly good, 15 (75%) students were classified as poor and none of the students got excellent, good, very good, fair and very poor in pretest. While posttest result show 18 (90%) students were classified as fairly good, 2 (10%) students were classified as excellent and none of students got very good, good, fair, poor and very poor.

d. The Mean Score and Improvement of Students in Reading Comprehension in term Literal

The students' reading comprehension in term literal was obtained for pretest and posttest. It can be seen in table 4.4

Table 4.4 The Mean score and improvement of the students' pretest and posttest in reading comprehension in term interpretive

Indicator	Mean score		Percent Improvement
	Pretest	Posttest	
Interpretive	56.25	77.50	37.77%

Table 4.4 shows that the mean score of the pretest was 56.25while the mean score of the posttest increased 77.50. The improvement of the students' mean score in pretest and posttest was 37.77%.

2. The Improvement of students' Reading Comprehension

This section presented the students' final result of reading comprehension. The students' score of pretest and posttest was classified as seen in the following table.

Table 4.5 The Rate Frequency and Percentage of Students' Reading Comprehension.

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	0	0	0	0
86-95	Very Good	0	0	2	10%
76-85	Good	0	0	16	80%
66-75	Fairly Good	6	30%	2	10%
56-65	Fair	14	70%	0	0
46-55	Poor	0	0	0	0
46-55	Very Poor	0	0	0	0
Total Score		20	100	20	100

Table 4.5 above shows the rate frequency and percentage of score in pretest and posttest from 20 students. This table shows 6 (30%) students were classified as fairly good, 14 (70%) students were classified as fair and none of the students got excellent, very good, good, poor and very poor in pretest. While posttest result show 2 (10%) students were classified as very good, 16 (80%) students were classified as good, 2 (10%) students were classified as fairly good and none of students got excellent, fair, poor and very poor.

Based on the result above, it can be conclude that the rate percentage in post-test was higher than the rate percentage in pre-test. None of the students got excellent in both pre-test and post-test but the score increase significantly in post-test.

After being calculated the result of the students' pretest and posttest, the mean score and percent improvement can be presented as follows:

Table 4.6 The mean score of the students' pretest and posttest in Reading Comprehension

Indicator	Mean score		Percent Improvement
	Pre-test	Post-test	
Literal			
Interpretive	64.10	79.91	24.66%

Table 4.6 shows that the mean score of the pretest was 64.10 while the mean score of the posttest increased 79.91. The improvement of the students' mean score in pretest and posttest was 24.66%

Figure. 4.1 The mean score and Improvement of the students' Reading Comprehension
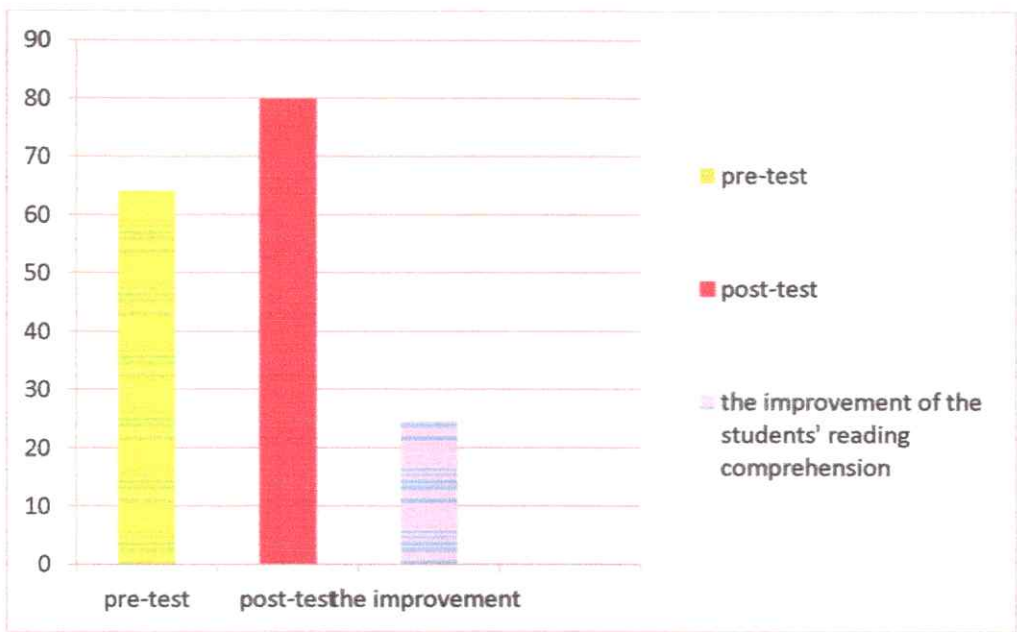
Figure 4.1 shows that the improvement of the students' reading comprehension was significantly, as the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the use jigsaw technique could improve students' reading comprehension

3. The Value of T-test

This part presents the result of data analysis about impact of jigsaw which is able to improve the students reading comprehension

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	18.16	2.093

Table 4.7 showed that the value of t-test was greater than t-table value. It indicated that there was a significance different between the result students' pre-test and post-test.

4. Hypothesis Testing

The hypothesis testing was aimed to know the significance different toward the students' reading comprehension in pretest and posttest. To find out degree of freedom (df) the researcher used the following formula:

Df　　=N-1

　　　=20-1

　　　=19

For the level, significant (p) 0.05 and df =32 the value of the table is 2.093, while the value of t-test is 18.16. It means that the t-test value is greater than t-table (18.16 ≥ 2.093). It can be concluded that there was significant difference of using jigsaw in improving students' reading comprehension. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

B. DISCUSSION

Based on the data analysis in the previous section showed that the students' frequency and rate percentage in pretest and posttest were different. The result of students' pretest showed that none of the students got excellent, very good, good, poor and very poor in pretest. There were 6 (30%) students were classified as fairly good, 14 (70%) students were classified as fair. While the data analysis from the students' posttest showed that none of them got excellent, fair, poor and very poor. 2 (10%) students were classified as very good, 16 (80%) students were classified as good, 2 (10%) students were classified as fairly good. The data showed that the students' pretest was classified as fair because most of students' got fair while in the students' posttest was classified as very good because most of students' got very good.

To know the improvement of students reading comprehension by using jigsaw technique, the researcher calculated the mean score of the students reading comprehension was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 64,10 and the mean score of post-test was 79,91 after treatment. The result of this research was in line with theory which stated by Kagan (2001) that jigsaw is an effective strategy to use when you want to increase students mastery or a topic at hand, boost their concept development, enhance targeted discussion among students, foster group project participation in learning and Aronson (2011: 43) stated that Jigsaw Technique is a technique which has a strong effect on students' attitude to learning, the social relationship among students

in the group. This also means that Jigsaw Technique can help the students to rely on each other for information in a way which puts on students above others.

The researcher used narrative text as media to improve students reading comprehension. The researcher gave the treatment for three time: the first meeting the researcher found that most students got problem in literal and interpretive comprehension especially in identify main idea and conclusion in text reading. the second meeting until last meeting they learned and identify what the author meant of the text. The researcher applied Jigsaw technique to improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data that the use of jigsaw technique is effective to assist students in learning to reading comprehension. The improvement of students' reading can be seen through the statistical analysis that t-test value that was 8.16, greater than t-table value 2.093.The data shows that the students reading comprehension before and after treatments are significantly different. It was proved by the mean score of pretest was 64.10 and the mean score of posttest was 70.91. It meant that Jigsaw Technique could improve the students' reading comprehension.

B. Suggestion

Based on the research, the researcher gives some suggestions as follow:

1. The students

In relation to improve of the students' reading comprehension, it will be better if the students were given their own opportunity to practice their reading comprehension. It is recommended that the students the use of jigsaw technique as one of their learning strategies to practice and improve their reading comprehension which can be done in their reading activities. Besides, they may ask their English teacher if they find difficulties in understanding the reading texts.

43

2. The English teacher

   It is suggested that English teacher should apply Jigsaw Technique in teaching learning to read process to assist and motivate the students to learn English.

3. The other researchers

   To the future researchers, particularly those who have some problems and are interested in conducting the jigsaw technique in their research, it is suggested that they apply the jigsaw technique in the same field.

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APPENDICES

APPENDIX 1

Students' Score Pretest in each questions

No	Name	Reading Comprehension					Total	Score
		Literal				Interpretive		
		1	2	3	4	5		
1	Apriadi Rahmat	2.3	3	3	2	2	13.3	60.31
2	Lilis Sukanda	2.6	3	3	4	2	14.6	64.37
3	Nurul Ain	2.3	3	2	2	3	12.3	66.56
4	Putri Hapsari	2.3	3	2	3	2	13.3	57.18
5	Popi Puspita	2.3	3	3	4	2	14.3	63.43
6	Muh.Izharul Haq	3.3	3	2	4	2	14.3	63.43
7	Andi Dheri	2.6	3	3	4	2	14.6	64.37
8	Widiah	2.6	3	3	3	2	13.6	61.25
9	Happy Aprilia	2.3	3	4	4	2	15.3	66.56
10	Izzah Nurfaizah	2	2	2	2	3	11	62.5
11	Raden Bintang	2	3	2	3	3	13	68.75
12	Nurfa ahriani	3.3	3	3	3	2	14.3	63,43
13	Andi Yurika	3	3	3	4	2	15	65.62
14	Imeldah	2.6	3	3	3	2	13.6	61.25
15	Sagista Tri Fadia	2.6	2	3	3	2	12.6	58.12
16	Fitri Ramadhani	2	4	2	3	3	14	71.87
17	Ninis Ahriani	2.6	3	3	4	2	14.6	64.37
18	Alya Mei Shara	2	3	3	3	2	13	59.37
19	Wahda Islamiya	3.3	3	3	4	2	15.3	66.56
20	Al Bachra	2.3	3	3	3	3	14.3	72.81

APPENDIX 2

Students' Score Posttest in each questions

No	Name	Reading Comprehension					Total	Score
		Literal				Interpretive		
		1	2	3	4	5		
1	Apriadi Rahmat	2.8	4	3	3	3	15.8	77.5
2	Lilis Sukanda	2.6	4	4	3	3	16.6	80
3	Nurul Ain	3	3	2	2	3	17	81.25
4	Putri Hapsari	3	4	3	3	3	16	78.12
5	Popi Puspita	3	4	3	3	3	16	78.12
6	Muh.Izharul Haq	3	4	3	3	3	16	78.12
7	Andi Dheri	3	4	4	3	3	17	81.25
8	Widiah	3.2	3	4	3	3	16.2	78.75
9	Happy Aprilia	3.2	4	3	3	3	16.2	78.75
10	Izzah Nurfaizah	3	3	3	4	3	16	78.12
11	Raden Bintang	3	4	2	4	3	16	78.12
12	Nurfa Ahriani	3.4	4	3	3	3	16.4	79.37
13	Andi Yurika	3.2	4	3	3	3	16.2	78.75
14	Imeldah	3.2	4	3	4	3	17.2	81.87
15	Sagista Tri Fadia	3.2	3	4	3	3	16.2	78.75
16	Fitri Ramadhani	2.8	3	3	3	4	15.8	86.85
17	Ninis Ahriani	3.2	4	3	3	4	17.2	89.37
18	Alya Mei Shara	3.4	4	2	4	3	16.4	79.37
19	Wahda Islamiya	2.2	4	3	4	3	16.2	78.75
20	Al Bachra	3	4	3	4	3	17	81.25

APPENDIX 3

Students' Score in Literal and Interpretive

No	Name	Literal	Interpretive	Mean	Literal	Interpretive	Mean
1	Apriadi Rahmat	70.62	50	60.31	80	75	77.5
2	Lilis Sukanda	78.75	50	64.37	85	75	80
3	Nurul Ain	58.12	75	66.56	87.5	75	81.5
4	Putri Hapsari	64.37	50	57.18	81.25	75	78.12
5	Popi Puspitasari	76.87	50	63.43	81.25	75	78.12
6	Muh. Izharul Haq	76.87	50	63.43	81.25	75	78.12
7	Andi Dheri	78.75	50	64.37	87.5	75	81.25
8	Widiah	72.5	50	61.25	82.5	75	78.75
9	Happy Aprilia	83.12	50	66.5	82.5	75	78.75
10	Izzah Nurfaizah	50	75	62.5	81.25	75	78.12
11	Raden Bintang	62.5	75	68.75	81.25	75	78.12
12	Nurfah ahriani	76.87	50	63.43	83.75	75	79.3
13	Andi Yurika	81.25	50	65.62	82.5	75	78.75
14	Immelda	72.5	50	61.25	88.75	75	81.87
15	Sagista Tri Fadia	66.25	50	58.12	82.5	75	78.75
16	Fitri Ramadhani	68.75	75	71.87	73.7	100	86.85
17	Ninis Ahriani	78.75	50	64.37	78.75	100	89.37
18	Alya Mei Shara	68.75	50	59.37	75	75	75
19	Wahdah Islamiya	83.12	50	66.56	82.5	75	78.75
20	Al Bachra	70.62	75	72.81	87.5	75	81.25
	Total Score	1439.33	1125.00	1282.05	1646.20	1550.00	1598.24
	Mean	71.97	56.25	64.10	82.31	77.50	79.91

APPENDIX 4

Students' Classification of Literal in Pretest and Posttest

No	Name	Pretest	Classification	Posttest	Classification
1	Apriadi Rahmat	70.62	Fairly Good	80	Good
2	Lilis Sukanda	78.75	Good	85	Good
3	Nurul Ain	58.12	Fair	87,5	Very Good
4	Putri Hapsari	64.37	Fair	81,25	Good
5	Popi Puspitasari	76.87	Good	81,25	Good
6	Muh. Izharul Haq	76.87	Good	81,25	Good
7	Andi Dheri	78.75	Good	87,5	Very Good
8	Widiah	72,5	Fairly Good	82,5	Good
9	Happy Aprilia	83.12	Good	82,5	Good
10	Izzah Nurfaizah	50	Poor	81,25	Good
11	Raden Bintang	62.5	Fair	81,25	Good
12	Nurfah ahriani	76.87	Good	83,75	Good
13	Andi Yurika	81.25	Good	82,5	Good
14	Immelda	72.5	Fairly Good	88,75	Very Good
15	Sagista Tri Fadia	66.25	Fairly Good	82,5	Good
16	Fitri Ramadhani	68.75	Fairly Good	73,7	Fairly Good
17	Ninis Ahriani	78.75	Good	78,75	Good
18	Alya Mei Shara	68.75	Fairly Good	75	Fairly Good
19	Wahdah Islamiya	83.12	Good	82,5	Good
20	Al Bachra	70.62	Fairly Good	87,5	Very Good

APPENDIX 5

The percentage of students' score in literal

1. Pretest

   a. Poor

   $$F = 1 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{1}{20} \times 100\% = 5\%$$

   b. Fair

   $$F = 3 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{3}{20} \times 100\% = 15\%$$

   c. Fairly Good

   $$F = 7 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{7}{20} \times 100\% = 35\%$$

   d. Good

   $$F = 9 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{9}{20} \times 100\% = 45\%$$

2. Posttest

   a. Fairly Good

   $$F = 2 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{2}{20} \times 100\% = 10\%$$

b. Good

$F = 14$ $N = 20$ $P = \dfrac{F}{N} \times 100\%$

$P = \dfrac{14}{20} \times 100\% = 70\%$

c. Very Good

$F = 4$ $N = 20$ $P = \dfrac{F}{N} \times 100\%$

$P = \dfrac{4}{20} \times 100\% = 20\%$

Improvement Percentage of Students' score in Literal

$$P = \dfrac{X_2 - X_1}{X1} \; x \; 100\,\%$$

$$P = \dfrac{82{,}31 - 71{,}97}{71{,}97} \; x \; 100\,\%$$

$$P = \dfrac{10{,}34}{71{,}97} \; x \; 100\,\%$$

$$P = \mathbf{14.36\%}$$

APPENDIX 6

Students' classification of interpretive in pretest and posttest

No	Name	Pretest	Classification	Posttest	Classification
1	Apriadi Rahmat	50	Poor	75	Fairly Good
2	Lilis Sukanda	50	Poor	75	Fairly Good
3	Nurul Ain	75	Fairly Good	75	Fairly Good
4	Putri Hapsari	50	Poor	75	Fairly Good
5	Popi Puspitasari	50	Poor	75	Fairly Good
6	Muh. Izharul Haq	50	Poor	75	Fairly Good
7	Andi Dheri	50	Poor	75	Fairly Good
8	Widiah	50	Poor	75	Fairly Good
9	Happy Aprilia	50	Poor	75	Fairly Good
10	Izzah Nurfaizah	75	Fairly Good	75	Fairly Good
11	Raden Bintang	75	Fairly Good	75	Fairly Good
12	Nurfah ahriani	50	Poor	75	Fairly Good
13	Andi Yurika	50	Poor	75	Fairly Good
14	Immelda	50	Poor	75	Fairly Good
15	Sagista Tri Fadia	50	Poor	75	Fairly Good
16	Fitri Ramadhani	75	Fairly Good	100	Excellent
17	Ninis Ahriani	50	Poor	100	Excellent
18	Alya Mei Shara	50	Poor	75	Fairly Good
19	Wahdah Islamiya	50	Poor	75	Fairly Good
20	Al Bachra	75	Fairly Good	75	Fairly Good

APPENDIX 7

The percentage of students' score in interpretive

1. **Pretest**
   a. Poor

   $$F = 15 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{15}{20} \times 100\% = 75\%$$

   b. Fairly Good

   $$F = 5 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{5}{20} \times 100\% = 25\%$$

2. **Posttest**
   a. Fairly Good

   $$F = 18 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{18}{20} \times 100\% = 90\%$$

   b. Excellent

   $$F = 2 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{2}{20} \times 100\% = 10\%$$

Improvement Percentage of Students' score in Interpretive

$$P = \frac{X_2 - X_1}{X1} \; x \; 100 \; \%$$

$$P = \frac{77,50 - 56,25}{56,25} \; x \; 100 \; \%$$

$$P = \frac{21,25}{56,25} \; x \; 100 \; \%$$

$$P = 37.77\%$$

APPENDIX 8

Students' Classification of Reading Comprehension in Pretest and Posttest

No	Name	Pretest	Classification	Posttest	Classification
1	Apriadi Rahmat	60.31	Fair	77.5	Fairly Good
2	Lilis Sukanda	64.37	Fair	80	Fairly Good
3	Nurul Ain	66.56	Fairly Good	81.5	Fairly Good
4	Putri Hapsari	57.18	Fair	78.12	Fairly Good
5	Popi Puspitasari	63.43	Fair	78,12	Fairly Good
6	Muh. Izharul Haq	63.43	Fair	78.12	Fairly Good
7	Andi Dheri	64.37	Fair	81.25	Fairly Good
8	Widiah	61.25	Fair	78.75	Fairly Good
9	Happy Aprilia	66.56	Fairly Good	78.75	Fairly Good
10	Izzah Nurfaizah	62.5	Fair	78.12	Fairly Good
11	Raden Bintang	68.75	Fairly Good	78.12	Fairly Good
12	Nurfah ahriani	63.43	Fair	79.3	Fairly Good
13	Andi Yurika	65.62	Fair	78.75	Fairly Good
14	Immelda	61.25	Fair	81.87	Fairly Good
15	Sagista Tri Fadia	58.12	Fair	78.75	Fairly Good
16	Fitri Ramadhani	71.87	Fairly Good	86.85	Excellent
17	Ninis Ahriani	64.37	Fair	89.37	Excellent
18	Alya Mei Shara	59.37	Poor	75	Fairly Good
19	Wahdah Islamiya	66.56	Poor	78.75	Fairly Good
20	Al Bachra	72.81	Fairly Good	81.25	Fairly Good

APPENDIX 9

The percentage of students' score in reading comprehension

1. **Pretest**

   a. Fair

   $$F = 14 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{14}{20} \times 100\% = 70\%$$

   b. Fairly Good

   $$F = 6 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{6}{20} \times 100\% = 30\%$$

2. **Posttest**

   a. Fairly Good

   $$F = 2 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{2}{20} \times 100\% = 10\%$$

   b. Good

   $$F = 16 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{16}{20} \times 100\% = 80\%$$

   c. Very Good

   $$F = 2 \qquad N = 20 \qquad P = \frac{F}{N} \times 100\%$$

   $$P = \frac{2}{20} \times 100\% = 10\%$$

APPENDIX 10

Students' Score of Pretest (O1), Posttest (O2), Score of the Difference (D), and Square of the Difference (D2)

No	Name	Pretest (O₁)	Posttest (O₂)	D	D²
1	Apriadi Rahmat	60.31	77.5	17.19	295.49
2	Lilis Sukanda	64.37	80	15.63	244.29
3	Nurul Ain	66.56	81.5	14.94	223.2
4	Putri Hapsari	57.18	78.12	20.94	438.48
5	Popi Puspitasari	63.43	78.12	14.69	215.79
6	Muh. Izharul Haq	63.43	78.12	14.69	215.79
7	Andi Dheri	64.37	81.25	16.88	284.93
8	Widiah	61.25	78.75	17.5	306.25
9	Happy Aprilia	66.5	78.75	12.25	150.06
10	Izzah Nurfaizah	62.5	78.12	15.62	243.98
11	Raden Bintang	68.75	78.12	9.37	87.79
12	Nurfah ahriani	63.43	79.3	15.87	251.85
13	Andi Yurika	65.62	78.75	13.13	172.39
14	Immelda Fransiska	61.25	81.87	20.62	425.18
15	Sagista Tri Fadia	58.12	78.75	20.63	425.59
16	Fitri Ramadhani	71.87	86.85	14.98	224.4
17	Ninis Ahriani	64.37	89.37	25	625
18	Alya Mei Shara	59.37	75	15.63	244.29
19	Wahdah Islamiya	66.56	78.75	12.19	148.59
20	Al Bachra	72.81	81.25	8.44	71.23
	Total	**1282.05**	**1598.24**	**316.19**	**5294.57**

APPENDIX 11

A. Mean score of pretest and posttest in reading comprehension

1. The calculation of the mean score of pretest

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{1282.05}{20}$$

$$= 64.10$$

2. The calculation of the mean score of posttest

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{1598.24}{20}$$

$$= 79.91$$

B. Improvement Percentage of students' score in reading comprehension

$$P = \frac{X_2 - X_1}{X1} \; x \; 100 \; \%$$

$$P = \frac{79.91 - 64.10}{64.10} \; x \; 100 \; \%$$

$$P = \frac{15.81}{64,10} \; x \; 100 \; \%$$

$$P = 24.66\%$$

APPENDIX 12

The T-test Analysis

$$\overline{D} = \frac{\sum D}{N}$$

$$= \frac{316.19}{20}$$

$$= 15.80$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{15.80}{\sqrt{\dfrac{5294.57 - \dfrac{(316.19)^2}{20}}{20(20-1)}}}$$

$$t = \frac{15.80}{\sqrt{\dfrac{5294.57 - \dfrac{99976.11}{20}}{20(19)}}}$$

$$t = \frac{15.80}{\sqrt{\dfrac{5294.57 - 4998.80}{20(19)}}}$$

$$t = \frac{15.80}{\sqrt{\dfrac{5294.57 - 4998.80}{380}}}$$

$$t = \frac{15.80}{\sqrt{\dfrac{295.77}{380}}}$$

$$t = \frac{15.80}{\sqrt{0.77}}$$

$$t = \frac{15.80}{0.87}$$

$$t = 18.16$$

APPENDIX 13

Distribution of t-Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,5	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0.01	0,005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
	0.683	1.310	1.697	2.042	2.457	2.750

Df = N-1

Df = 20-1

Df = 19   t-table for (α) = **0.05 = 2.093**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMAN 3 Bulukumba
Mata Pelajaran	: Bahasa Inggris
Kelas/Pelajaran	: XI / 2 (dua)
Materi Pokok	: Teks naratif.
Alokasi Waktu	: 2x 45 menit (5 Pertemuan)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan

kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang

spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak

terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3..8 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dantulis dengan memberi dan meminta informasi terkait legenda sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi kalimat yang memuat bagian-bagian legenda yang ditanyakan • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda sederhana • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling

	mengoreksi
4.8 Menangkap makna secara kenstektual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda sederhana	• Menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda

C. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan

2. Memahami struktur teks naratif

3. Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar dengan saling mengoreksi.

4. Menemukan gagasan utama, dan menyimpulkan isi cerita dari teks legenda sederhana.

D. **Materi Pembelajaran**

- Fungsi sosial

Mendapat hiburan, menghibur,Mengembangkan nilai-nilai kehidupan dan karakter yang positif

- Struktur teks

Dapat mencakup

- Orientasi

- Komplikasi

- Resolusi

- Orientasi Ulang

- Unsur kebahasaan

  - Kalimat-kalimat dalam simple past tense, past continous, dan lainnya yang relavan

  - Kosa kata: terkait karakter, watak dan setting dalam legenda

  - Adverbia penghubung dan petunjuk waktu

E. Metode Pembelajaran

Jigsaw Technique

F. Media Pembelajaran

1. Media

❖ Teks narrative

2. **Alat/Bahan**

   ❖ Spidol dan papan tulis

G. Sumber Belajar

   ❖ Buku teks pelajaran yang relevan.

   ❖ Buku siswa Mata Pelajaran bahasa inggris.

   ❖ Internet

H. Langkah-Langkah Pembelajaran

Pertemuan 1

a. **Kegiatan pendahuluan**

   1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.

   2. Memeriksa kehadiran peserta didik sebagai sikap disiplin.

   3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

   4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

   b. **Kegiatan inti :**

      1. Guru memberikan penjelasan tentang narrative teks

      2. Guru membagi teks bacaan kepada siswa

3. Guru membagikan skema yang terdiri dari beberapa informasi yang berhubungan dengan teks bacaan

4. Guru meminta siswa menjawab pertanyaan dari teks bacaan dengan memperhatikan isi cacatan yang ada pada skema tersebut.

c. **Kegiatan Akhir :**

1. Menanyakan pendapat siswa tentang materi pembelajaran hari ini

2. Member feedback dan penguatan kepada siswa tentang hasil belajar mereka

3. Memberi salam dan Berdoa.

Pertemuan 2

a. **Kegiatan pendahuluan**

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran

2. Memeriksa kehadiran peserta didik sebagai sikap disiplin.

3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

5. Mengaitkan *materi / tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ *tema/kegiatan* sebelumnya

b. Kegiatan inti :

1. Guru memberikan penjelasan kembali tentang narrative teks untuk mengingatkan kembali siswa materi yang dipelajari sebelumnya

2. Guru membagi kelompok

3. Guru membagi teks bacaan dengan topik yang berbeda-beda dalam satu kelompok

4. Guru meminta siswa untuk bergabung dengan siswa lainnya yang memiliki topik bacaan yang sama dan mendiskusikan teks tersebut

5. Setelah mendiskusikan teks tersebut siswa diminta untuk kembali ke kelompoknya dan mempresentasikan hasil diskusi mereka mengenai teks yang sudah dibaca

6. Guru memberikan kuis

c. Kegiatan Akhir :

1. Menanyakan pendapat siswa tentang materi pembelajaran hari ini

2. Member feedback dan penguatan kepada siswa tentang hasil belajar mereka

3. Memberi salam dan Berdoa.

Pertemuan 3

a. Kegiatan pendahuluan

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas.

2. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

3. Guru memberikan pertanyaan tentang pertemuan sebelumnya sebagai refleksi kegiatan.

4. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang akan dipelajari sebagai pendahuluan dan gambaran awal kepada peserta didik.

b. Kegiatan inti :

1. Guru memberikan satu topik yang akan diajarkan hari ini.

2. Guru menanyakan pelajaran apa yang akan dipelajari.

3. Guru menjelaskan materi yang akan diajarkan hari ini.

4. Guru kembali meminta siswa bergabung dengan kelompoknya yang telah dibentuk pada pertemuan sebelumnya

5. Guru membagi teks bacaan dengan topik yang berbeda-beda dalam satu kelompok

6. Guru meminta siswa untuk bergabung dengan siswa lainnya yang memiliki topik bacaan yang sama dan mendiskusikan teks tersebut

5. Setelah mendiskusikan teks tersebut siswa diminta untuk kembali ke kelompoknya dan mempresentasikan hasil diskusi mereka mengenai teks yang sudah dibaca

6. Guru memberikan kuis

c. Kegiatan penutup

1. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran

2. Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik

3. Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.

Pertemuan 4

a. Kegiatan pendahuluan

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai Pembelajaran.

2. Memeriksa kehadiran peserta didik sebagai sikap disiplin.

3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

5. Mengaitkan *materi / tema/kegiatan* pembelajaran yang akan dilakukan dengan

b. **Kegiatan inti** :

1. Guru memberikan materi yang sama pada pertemuan sebelumnya

2. Guru kembali meminta siswa bergabung dengan kelompoknya yang telah dibentuk

3. Guru membagi teks bacaan dengan topik yang berbeda-beda dalam satu kelompok

4. Guru meminta siswa untuk bergabung dengan siswa lainnya yang memiliki topik bacaan yang sama dan mendiskusikan teks tersebut

5. Setelah mendiskusikan teks tersebut siswa diminta untuk kembali ke kelompoknya dan mempresentasikan hasil diskusi mereka mengenai teks yang sudah dibaca

6. Guru memberikan kuis

c. **Kegiatan penutup**

1. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.

Pertemuan 5

a. Kegiatan pendahuluan

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai Pembelajaran.

2. Memeriksa kehadiran peserta didik sebagai sikap disiplin.

3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b. Kegiatan inti

1. Guru memberikan satu topik pelajaran apa yang akan dipelajari.

2. Guru bertanya tentang pendapat siswa yang nantinya akan dijawab diakhir setelah guru menjelaskan materi hari ini.

3. guru menanyakan pelajaran apa yang akan dipelajari.

4. Guru menjelaskan materi yang akan diajarkan hari ini.

5. Guru membagi teks bacaan kepada siswa

6. Guru membagikan skema yang terdiri dari beberapa informasi yang berhubungan dengan teks bacaan

7. Guru meminta siswa menjawab pertanyaan dari teks bacaan dengan memperhatikan isi cacatan yang ada pada skema tersebut.

c. Kegiatan Akhir :

1. Menanyakan pendapat siswa tentang materi pembelajaran hari ini

2. Member feedback dan penguatan kepada siswa tentang hasil belajar mereka

3. Memberi salam dan Berdoa.

I. Penilaian Hasil Pembelajaran

1. Sikap

Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	(Nama Siswa)	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama

- JJ : Jujur

- TJ : Tanggun Jawab

- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

   100 = Sangat Baik

   75 = Baik

   50 = Cukup

   25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =

   100 x 4 = 400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 =

   68,75

4. Kode nilai / predikat :

   75,01 – 100,00 = Sangat Baik (SB)

   50,01 – 75,00 = Baik (B)

   25,01 – 50,00 = Cukup (C)

   00,00 – 25,00 = Kurang (K)

Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

  Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta

  didik, maka peserta didik diberikan kesempatan untuk menilai

  kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif,

  maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian

diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50				
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50	250	62,50	C
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50

2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100

   = 400

3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 :

   400) x 100 = 62,50

4. Kode nilai / predikat :

   75,01 – 100,00   = Sangat Baik (SB)

   50,01 – 75,00   = Baik (B)

   25,01 – 50,00   = Cukup (C)

   00,00 – 25,00   = Kurang (K)

4. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan

   dan keterampilan.

Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	

2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3

		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa	2	1
		Pilihan tata bahasa tidak tepat	hampir tidak tepat	1	

Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		

Skor yang dicapai		
Skor maksimum	10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

1. **Pengayaan**

   Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan

2. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Makassar, Januari 2020

Mahasiswa Peniliti

A.Widya Lestari

10535647215

NARRATIVE TEXT

Narrative text adalah salah satu jenis teks dalam bahasa Inggris yang termasuk ke dalam *Reading skill*. Indonesia memberlakukan kurikulum yang mempelajari berbagai macam text yang ada, seperti report text, narrative text, exposition text, dan recount text.

A. Pengertian Narrative Text

Narrative Text adalah jenis teks yang menceritakan suatu rangkaian peristiwa secara kronologis yang saling terhubung. Biasanya cerita ini bersifat imajinatif atau hanya berupa cerita karangan si pembuat dengan tujuan untuk menghibur si pembaca.

B. Tujuan Narrative Text

Seperti yang sudah disebutkan pada bagian pengertian bahwa tujuan dari teks narrative ini adalah untuk menghibur si pembaca mengenai suatu kisah atau cerita. Dalam bahasa Inggris: *The Purpose of Narrative Text is to amuse or to entertain the reader with a story.*

C. Jenis-jenis Narrative Text

Berikut ini merupakan beberapa jenis *narrative text*, yaitu:

- Personal experience (Cerita yang berupa pengalaman pribadi)

- Fairy stories (Cerita yang bersifat fantastik atau penuh dengan keajaiban)

- Fables (Cerita tentang binatang yang biasanya digambarkan berprilaku seperti manusia)

- Legends

- Myth

- Romance

- Mysteries

- Science fiction

- Horror stories

- Adventure stories

- Historical narratives

- Slice of life

D. Generic Structure of Narrative Text

Generic structure narrative text merupakan beberapa tahapan yang biasanya digunakan dalam membuat sebuah cerita atau narrative teks.

1. Orientation

Pada bagian ini, merupakan bagian untuk pengenalan. Yaitu pengenalan cerita tentang apa *(what is the story about)*, siapa *(who is the participant of the story)*, dimana cerita itu terjadi *(where is the place setting)*, dan kapan cerita itu terjadi *(when is the time setting)*.

2. Complication

Bagian ini merupakan bagian yang memunculkan permasalahan atau konflik yang terjadi di dalam sebuah cerita teks naratif bahasa Inggris. Bagian *Complication* ini juga merupakan bagian paling inti dari sebuah cerita narrative teks.

3. Resolution

Bagian ini merupakan sebuah solusi atau penyelesaian dari suatu konflik atau permasalahan yang ada di dalam cerita. Setiap permasalahan yang muncul dalam Narrative text harus memiliki penyelesaiannya. Penyelesaian tersebut bisa berupa

akhir yang *happy ending* (menyenangkan) atau bisa juga berakhir *sad ending* (tragis atau menyedihkan).

4. Re-Orientation

Bagian ini merupakan pernyataan untuk menutup sebuah cerita dan ini bentuknya hanya opsional saja. Pernyataan yang disampaikan pada bagian *Re-orientation* ini bisa berupa pelajaran moral, nasihat atau pelajaran berharga dari si penulis cerita.

E. Language Features

Language features pada naratif teks adalah sebagai berikut:

- Pola kalimat yang digunakan biasanya berupa *Simple Past Tense*

- Permulaan kalimat biasanya diawali dengan kata keterangan waktu *(Adverbs of Time)* seperti *long time ago, once, one, once upon a time.*

- Banyak menggunakan kata penghubung waktu

- Kadang-kadang terdapat dialog langsung antartokoh cerita.

A. Contoh Narrative Text

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Fox and A Cat
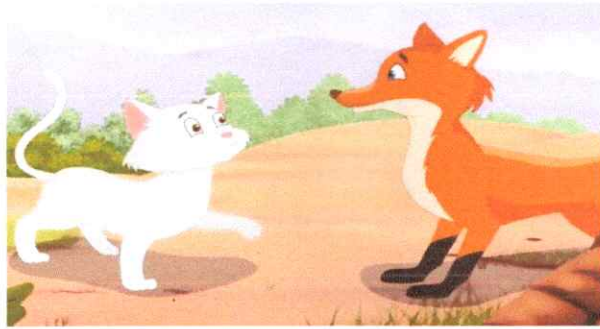
One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said. "I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!"."Well, maybe someday, when I have the time, I may teach you a few of the simpler ones", replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know", said the cat. "Which one of your hundred tricks are you going to use?".

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces

The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his fathers lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir

Goldilocks and the Three Bears

Once upon a time, there were three bears, a Papa Bear, a Mama Bear and a Baby Bear. One day, the three bears sat down to breakfast. "This porridge is too hot! said Papa Bear. This porridge is too hot!" said Mama Bear. "This porridge is too hot!" said Baby Bear. "Let"s go for a walk!" said Mama Bear. Then Goldilocks went into the living room. She saw three chairs. „This is too hard," said Goldilocks. "This is too soft," said Goldilocks. ".

The three bears came home. They went into the kitchen. "Someone been eating my porridge," said Papa Bear. "Someone" been eating my porridge," said Mama Bear. "Someone been eating my porridge," said Baby Bear. "And they ate it all up!" The three bears went into the living room. "Someone been sitting in my chair!" said Papa Bear.

The three bears went into the bedroom. "Someone been sleeping in my bed!" said Papa Bear. "Someone been sleeping in my bed!" said Mama Bear. "Someone been sleeping in my bed!" said Baby Bear. And here she is!" Goldilocks woke up. She saw three angry bears looking at her. Goldilocks jumped out of bed. She ran out of the house. And she never came back again.

Pinokio
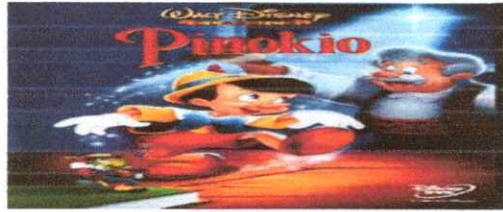
In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnapped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found

nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

The Legend Of Malin Kundang

Long time ago, in a tiny town near the coastline in West Sumatera, lived a female and her son, Malin Kundang. Malin Kundang's papa had actually died when he was a child, as well as he had to live tough with his mom. Malin Kundang was a healthy, diligent, and also strong kid. He generally went to the sea to capture fish, as well as brought it to his mommy, or offered it in the community.

One day, when Malin Kundang was cruising customarily, he saw a vendor's ship which was being raided by a tiny band of pirates. With his take on and also power, Malin Kundang beat the pirates. The merchant was so happy and also asked Malin Kundang to cruise with him. Malin Kundang agreed. Several years later on, Malin Kundang ended up being a wealthy seller, with a substantial ship, lots of trading goods, numerous ship crews, as well as a beautiful wife. In his journey, his ship arrived on a coastline. The citizens recognized him, and the news ran quick in the community: Malin Kundang came to be an abundant male and now he is right here. His mother, in deepful sadnees after years of isolation, ran to the beach to fulfill her precious boy once again. When the mom came, Malin Kundang, in front of his

well dressed other half, his teams and his own glory, rejected to satisfy that old, poor and filthy woman. For three times she pledge Malin Kundang and also for three times yelled at him. At last Malin Kundang said to her "Enough, old female! I have actually never ever had a mom like you, an unclean and also ugly peasant!" After that he bought his teams to set out. Angered, she cursed Malin Kundang that he would certainly turn into a stone if he didn't apologize. Malin Kundang simply giggled as well as set sail. In the quiet sea, unexpectedly an electrical storm came. His substantial ship was damaged and it was far too late for Malin Kundang to said sorry. He was thrown by the wave out of his ship, fell on a tiny island, and instantly transformed into rock.

Princess Rose and the Golden Bird

Most of us remember and cherish Cinderella as our most favorite character for decades. There are many more fabulous and cherishing fairytales featuring beautiful characters. There are many unforgettable and cherishing imaginary characters live forever in everyone's heart. One such beautiful and attractive girl is Princess Rose. Princess Rose and the Golden Bird is one of the unforgettable fairy tales. The tale of the Princess Rose is here The princess and the golden bird will sing mesmerizing song, where all people in the kingdom peacefully sleep with sweet dreams. The bird will begin making the sounds seeing the beautiful hair of the princess and she will join with the bird.

Both of them used to sing lullaby to make people sleep and keep singing the lullabies until sun rise. While people lived peacefully, a wicked witch came to know about the golden bird and the hair color of the princess rose. She cursed the princess and her hair turned ugly black! As usual, the bird started singing seeing the black hair of the princess and she continued. While people fell asleep, none of them had sweet dreams; rather they were terrible and fearful. Princess heard about the nightmare

dreams and was so worried! She asked the golden bird what she should do to turn her hair red. The bird asked her to dip her hair in rose water and she did. Surprisingly, the hair turned beautiful red with the usual glow. Undoubtedly, everyone fell asleep hearing the lullaby and had sweet dreams. Knowing this, the witch cursed again and now removed all rose flowers and petals from the kingdom.

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

The Wolf and The Lamb

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others. She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better."

The wolf thought that was a good idea, so he sat down and waited. After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

The Mouse Deer and The Crocodile
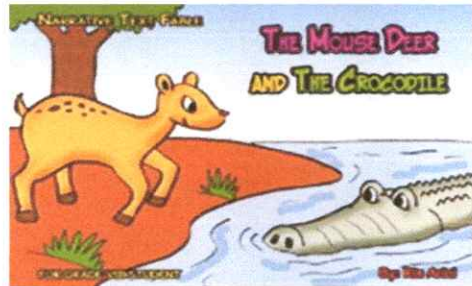
One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?"

Then Mouse Deer ran off to drink somewhere else. In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really…? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

Timun Mas

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it open and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. "You must not let the giant catch you," the widow cried out as Timun Mas ran into the jungle.

The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her. Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow.

The Eagle Who Lived Like a Hen

In a forest an eagle lived on a tree. It had built a nest wherein to lay its eggs. There the eagle would hatch its eggs all through the day. Under the same tree there lived a hen. The hen had also laid eggs during the same period when the eagle had laid its eggs. One day, while the eagle had gone for hunting, a bear climbed up the tree to eat the eagle's eggs. The bear had finished three of the eggs when the fourth one slipped off its hands and fell into the hen's nest. On returning, the eagle could not find her eggs. Feeling terribly upset, she decided to leave the place.

The hen which lived under the tree saw the eagle's egg by the side of her eggs. She felt eggs pity on the eagle's egg, and decided to hatch it too. After a few days, the hen's chicks hatched. The eagle's chick hatched, too. The hen would feed all the chicks, including the eagle's chick, as if it were her own. Soon the chicks began to grow.

The young chicks would listen to their mother's sounds and try to imitate her. The eagle's chick also picked up the hen's sounds. The chicks would all play together and make lots of noise. Within no time the hen's chicks as well as the eagle's chick grew up to their full size. The eagle's chick never realized that it was an eagle and not a hen. Considering itself a hen, the eagle would. eat hen's food, would walk and run like other hens and would make sounds like hens. The eagle never learnt to fly like other eagles and lived its whole life like a hen only.

Pre Test

Name   :

Class   :

Reg.Numb   :

Read the story bellow carefully !

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

The morality: One good turn deserves another.

Answer the question below!

1. What is the main idea of each paragraph ?

2. Who is the main character of the text?

3. What is the happened when the ant was seeking for some water?

4. Why the hunter dropped his net ?

5. What is the conclusion of the text ?

Key answer :

1. Paragraph 1 : One hot day, an ant was seeking for some water.

   Paragraph 2 : The dove quickly put off a leaf from a tree and dropped it

   immediately into the water near the struggling ant.

   Paragraph 3 : The ant quickly bit him on the heel.

2. Ant, Dove and Hunter

3. She slipped and feel unintentionally into the water and the She could have

   sunk if a dove up a nearby tree had not seen her.

4. Because, the ant bit him on the heel.

5. The ants and dove work together to save themselves.

Post Test

Name   :

Class   :

Reg.Numb   :

Read the story bellow carefully !

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and two daughters did not like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a party was to be held by the royal family of the kingdom to find the prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother asked. "Because I want to go to the party but my step mother insists me to stay at home. Besides, I do not have any beautiful dress" said Cinderella

Then the fairly turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the party, Cinderella amazed everybody there include the Prince. The prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But, she lost one of her slippers in ballroom. The prince pick up her slippers and would search for the girl whose foot fitted with the slipper.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper But, it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's solder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily.

Answer the questions based on the text above

1. What is the main idea of each paragraph ?

2. Who is the main character of the text?

3. What is the happened with Cinderella when heard the sound of a clock ?

4. Why Cinderella cried ?

5. What is the conclusion of the text?

Key answer :

1. Paragraph 1 : They treated Cinderella very bad.

   Paragraph 2 : One day, a ball was to be held by the royal family of the

   kingdom to find the Prince's spouse

   Paragraph 3 : Cinderella finally could go to the ball but she had to come

   back before midnight before the spell ended.

   Paragraph 4 : Cinderella had a wonderful time at the ball. But, all of a

   sudden, she heard the sound of a clock, the first stroke of

   midnight.

   Paragraph 5 : A few days later, the Prince proclaimed that he would marry

   the girl whose feet fitted the slipper.

2. Cinderella, prince, step mother, step sisters, and fairy.

3. She remembered what the fairy had said and ran back to go home.

4. Because she want to go to the party but her step mother insists on making Cinderella to stay at home.

5. Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily.

Pre-Test

AL RACHLA RACHWAN
XI MIA 3

1. what is the main idea of each paragraph?
2. who is the main character of the text?
3. what is the happened when the ant was seeking for some water?
4. why the hunter dropped his net?
5. what is the conclusion of the text?

answer

1. – Ant was seeking for some water. 3
2,3 – the dove tried to help the ant. 2
   – The ant helps the dove by biting the hunter's heel. 2
2. The ant and the dove. 3
3. she slipped and fell unintentionaly into the water. 3
4. Because the ant bites its heel 3
5. In this story we can conclude that those who do good are 3
   certainly rewarded with kindness as well.

Literal = 70,6
Interpretative = 3/4 = 0,75 ×100 = 75
mean score = 72,81

$$\frac{11,3 \times 100}{16} = 70,62 \qquad \frac{70,62 + 75}{2} = 72,81$$

Post Test

AL BACHRA RACHWAN
Xi MIA 3

1. What is the main idea of each paragraph?
2. Who is the main character of the text?
3. What is the happens with cinderella when hears the sound of a clock?
4. Why cinderella cried?
5. What is the conclusion of the text?

Answer

1. - The main idea in this paragraph tells the background of cinderella's life.

   3

   - The main idea of this paragraph is that the step mother forbids cinderella to go to the royal party.

   4

   3 - Find that cinderella so she can go to the party

   - cinderella amazed everyone there, include the prince 3

   - The prince proclaimed that he would marry the girl 2 whose foot fitted the slipper.

2. cinderella 4

3. cinderella immediately left after hearing the party message left home before midnight 3

4. Because cinderella is prohibited from going to parties by her stepmother

5. The conclusion of cinderella's story is that patience will produce good results, and cinderella has another pair of glass shoes that fitted

$\frac{87.5}{16} \times 100 = \frac{87.5}{16}$ literal   interpretive $= 3/4 = 0.75 \times 100 = 75$

81,25. Scanned by TapScanner

$\frac{82.5 + 75}{2} = $ mean score.

Pre-Test

ANDI DHERI FEBRIANTO

TUGAS

1. What is the main idea of each paragraph?
2. Who is the main character of the text?
3. What is the happened when the ant was seeking of the water?
4. Why the hunter dropped his net?
5. What is the conclusion of the text?

   ANSWER

1. > Paragraph I

   One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring.

   > Paragraph II

   Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way

   > Paragraph III

   Guessing what he should do, the ant quickly bit him on the heel. 2

2. ant and dove 3
3. She slipped and fee' unintentionally in to the water 3
4. Because, the ant has bitten the hunter's heel. 4
5. One good turn deserves another. 2

literal = 78.75

interpretative : $\frac{2}{4}$ = 0,5 × 100 = 50

mean score= 64.37 $\frac{78.75 + 50}{2}$ = 64.37

$\frac{3.6 \times 100}{4}$ = 78.75

Post-Test

ANDI DHERI FEBRIANTO

Question

1.) What is the main idea of each paragraph?
2.) Who are the main characters of the text?
3.) What happened to Cinderella when she heard the clock sound?
4.) Why Cinderella crying?
5.) What is state sencence of the text?

Answer

1.) Paragraph I

Once upon a time, there lived a girl named Cinderella. She lives with her stepmother and two step sister. The stepmother and her two daughters don't like Cinderella. 2

Paragraph II

One day, a party will be held by the royal family to find the prince's partner. Cinderella wanted to leave but her stepmother asked her to stay at home and some work home. Cinderella cried. Then there was a fairy godmother standing beside her. 3

Paragraph III

Then change Cinderella's ugly dres into the most beautiful one with the beautiful slippers. 3

Paragraph IV

At the party, Cinderella wowed everyone including the prince. But suddenly he heard the sound of the clock and remembered what the fairy said she ran home. 2

Paragraf V

A few days later, the prince announced that he would marry the girl whose feet fit the soes. And finally Cinderella who fit the soes and was taken to the place and married lived happy. 3

Andi Dheri Febrianto

XI. MIA 3

2. Cinderella ✓
4. Because step mother asked him to stay at home 3
3. Cinderella running home ✓
5. Conclusion :

    Once upon a time, There lived a girl named Cinderella, Cinderella lived with her sister and stepmother. He was always toured until he meet the fairy godmother who always helped him arrive until Cinderella finally meet the prince at the party   3

$$\frac{14}{16} \times 100 = \overset{87,5}{\cancel{}} \; literal$$

$$Interpretive = 3/4 \cancel{} = 0,75 \times 100 = 75$$

$$\frac{87,5 + 75}{2} = \overset{81,2.}{\cancel{}} \quad mean \; score$$

DOCUMENTATION

بِسْمِ اللَّـهِ الرَّحْمَـٰنِ الرَّحِيـمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa   : **A. WIDYA LESTARI**

NIM   : **10535647215**

Judul Penelitian   : *"THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION"*

Tanggal Ujian Proposal : **11/03/2020**

Tempat/Lokasi
Penelitian   : **SMAN 3 BULUKUMBA**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Senin/24-08-2020	Pre - test	Roskati. S.pd	
2	Senin/31-08-2020	Treatment	Roskati. S.pd	
3	Senin/07-09-2020	Treatment	Roskati. S.pd	
4	Senin/14-09-2020	Treatment	Roskati, S.pd	
5	Senin/14-09-2020	Post - test	Roskati. S.pel	
6				
7				
8				
9				
10				

............................, ... 2020

Mengetahui,

Ketua Jurusan

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

Dra. A. Nichlati , M.M, M.Pd
NIP: 19700308199412200 3

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Nomor : 964/05/C.4-VIII/IX/42/2020   06 Dzulhijjah 1441 H
Lamp : 1 (satu) Rangkap Proposal   27 July 2020 M
Hal   : Permohonan Izin Penelitian

Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –

       Makassar

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 2073/FKIP/A.4-II/VII/1441/2020 tanggal 27 Juli 2020, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **A. WIDYA LESTARI**
No. Stambuk : **10535 647215**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Jigsaw Technique to Improve Students Reading Comprehension"

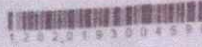Yang akan dilaksanakan dari tanggal 1 Agustus 2020 s/d 1 Oktober 2020.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ

                         Ketua LP3M,

                         Dr.Ir. Abubakar Idhan,MP.
                         NBM 101 7716

11-20

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 4312/S.01/PTSP/2020
Lampiran : -
Perihal : Izin Penelitian

KepadaYth.
Bupati Bulukumba

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 964/05/C.4-VIII/VII/41/2020 tanggal 27 Juli 2020 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : A. WIDYA LESTARI
Nomor Pokok : 10535 647215
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sit Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION "

Yang akan dilaksanakan dari : Tgl. *01 Agustus s/d 01 Oktober 2020*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 28 Juli 2020

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Dr. JAYADI NAS, S.Sos., M.Si
Pangkat : Pembina Tk.I
Nip : 19710501 199803 1 004

Tembusan Yth:
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Portingga.

SIMAP PTSP 28-07-2020

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

PEMERINTAH KABUPATEN BULUKUMBA
KANTOR KESATUAN BANGSA DAN POLITIK
Jln. Dr. Sutomo No. 4 Telp. (0413) 85003 Bulukumba 92511

Bulukumba, 10 Agustus 2020

Nomor	:	070/ 498 /Kesbangpol/VIII/2020		

Sifat : Biasa
Lampiran : -
Perihal : Rekomendasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu Kab.Bulukumba
di-
Jalan Kenari No.13 Bulukumba

Berdasarkan Surat Gubernur Sulawesi Selatan Nomor : 4312/S.01/PTSP/2020 tanggal 28 Juli 2020 Perihal Izin Penelitian.

Dengan ini disampaikan kepada Bapak/Ibu/Saudara (i) bahwa yang tersebut dibawah ini :

Nama	:	A. WIDYA LESTARI
Tempat/Tgl Lahir	:	Bonto Tangnga, 09 – 06 - 1997
No.Pokok	:	10535 647215
Program Studi/Prodi	:	Pend. Bahasa Inggris
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswi UNISMUH Makassar
Alamat	:	Aspol Toddopuli Blok F 18 Makassar
		Hp. 082 394 562 032

Bermaksud akan mengadakan Penelitian di UPT Dinas Pendidikan Wilayah V Bulukumba – Bantaeng dan SMA negeri 3 Kabupaten Bulukumba dalam rangka Penyelesaian Skripsi dengan Judul:

" THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ".

Selama : Tmt 01 Agustus s/d 01 Oktober 2020
Pengikut/Ang. Team : Tidak ada

Sehubungan dengan hal tersebut diatas dianggap layak mendapatkan Surat Keterangan Penelitian

Demikian disampaikan kepada saudara untuk dimaklumi dan bahan seperlunya.

An. KEPALA KANTOR
KASUBAG TATA USAHA

ANDI SASMIANTI PURNAMA, SE
Pangkat. Penata Muda Tk. I
NIP. 19800513 200901 2 009

Tembusan :
1. Bupati Bulukumba (sebagai laporan)
2. FKPD Kab.Bulukumba
3. Kepala Dinas Penanaman Modal dan PTSP di Makassar
4. Pertinggal

Bulukumba, 10 Agustus 2020

Nomor : 408/DPMPTSP/VIII/2020
Lampiran :
Perihal : *Izin Penelitian*

Kepada
Yth. 1. Kepala UPT Dinas Pendidikan Wilayah V
Bulukumba – Bantaeng
2. Kepala SMA Negeri 3 Bulukumba
Masing – Masing
Di -
Tempat

Berdasarkan Surat Kepala Kantor Kesatuan Bangsa dan Politik Nomor : 070/498/Kesbangpol/VIII/2020 tanggal 10 Agustus 2020 Perihal Rekomendasi Izin Penelitian maka yang tersebut dibawah ini

Nama	:	**A. WIDYA LESTARI**
Nomor Pokok	:	**10535 647215**
Program Studi	:	**PEND. BAHASA INGGRIS**
Institusi	:	**UNISMUH MAKASSAR**
Alamat	:	**ASPOL TODDOPULI BLOK F 18 MAKASSAR**

Bermaksud melakukan Penelitian di UPT Dinas Pendidikan Wilayah V Bulukumba – Bantaeng dan SMA Negeri 3 Kabupaten Bulukumba dalam rangka penyusunan **SKRIPSI** dengan judul **"THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION"** yang akan berlangsung pada tanggal 01 Agustus s/d 01 Oktober 2020.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami mengizinkan yang bersangkutan untuk melaksanakan kegiatan tersebut dengan ketentuan sebagai berikut :
1. Mematuhi semua Peraturan Perundang - Undangan yang berlaku dan mengindahkan adat - istiadat yang berlaku pada masyarakat setempat;
2. Tidak mengganggu keamanan/ketertiban masyarakat setempat;
3. Penelitian/pengambilan data tidak menyimpang dari izin yang diberikan;
4. Melaporkan hasil pelaksanaan penelitian/pengambilan data serta menyerahkan 1(satu) eksamplar hasilnya kepada Bupati Bulukumba Cq Kepala Kantor Kesatuan Bangsa dan Politik Kab. Bulukumba;
5. Surat izin ini akan dicabut atau dianggap tidak berlaku apabila yang bersangkutan tidak memenuhi ketentuan sebagaimana tersebut di atas, atau sampai dengan batas waktuyang telah ditentukan kegiatan penelitian/pengumpulan data dimaksud belum selesai.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Kepala Dinas

Dra. Hj. R. Krg. SUGINNA
Pangkat / Pembina Utama Muda
NIP : 19610702 199003 2 002

Tembusan:
1. Bupati Bulukumba di Bulukumba (sebagai laporan);
2. Kepala Kesbangpol Kab. Bulukumba di Bulukumba;
3. Arsip

IZIN PENELITIAN

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 421.3 / 086 / SMA.03 / Blk / IX/Disdik

Yang bertanda tangan di bawah ini, **Kepala UPT SMAN 3 Bulukumba Kabupaten Bulukumba Menerangkan bahwa**

Nama   : A.WIDYA LESTARI

Nomor Pokok   : 10535 647215

Program Studi : PENDIDIKAN BAHASA INGGRIS

Institut   : UNISMUH MAKASSAR

Alamat   : ASPOL TODDOPULI BLOK F 18 MAKASSAR

Yang bersangkutan diatas selesai melaksanakan penelitian di SMAN 3 Bulukumba, Kec.Bontobahari dalam rangka penyusunan skripsi dengan judul"**(THE USE JIGSAW TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION)**"DI SMA Negeri 3 Bulukumba, pada Bulan Agustus s/d Bulan Oktober 2020

Demikian surat keterangan ini dan di berikan untuk dipergunakan sebagaimana mestinya

Bontobahari,14 September 2020

Mengetahui

Kepala UPT SMAN 3 Bulukumba

Dra. A. NIRWATI,MM,M.Pd
Nip. 19700308 199412 2 003

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THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION AT SMAN 3
BULUKUMBA

From author/researcher

A. WIDYA LESTARI

ID   10535647215

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Makassar *20 Jumadil Akhirah* 1442 H
26 January 2021 M

Head of
English Education Department;

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

CURRICULUM VITAE

A. Widya Lestari was born in Bontotangnga, June 09th, 1997. She is the first child from three siblings. His father name is Muslimin Dm and her mother name is Rosmena.

In 2009, she was graduated from SDN 261 Bilamporoa and continued her study at MTsn 4 Bulukumba and graduated in 2012. In the same year, She was continued her study at SMAN 3 Bulukumba and finished in 2015. After finished in Senior high school she was proceeded her study in Muhammadiyah University of Makassar in 2015. She is accepted in English Education Department of Teacher Training Education Faculty.