

SKRIPSI

**THE COMPARISON BETWEEN USING JIGSAW AND  
NUMBERED HEAD TOGETHER (NHT) TECHNIQUE  
TOWARD THE STUDENTS' READING  
COMPREHENSION AT THE  
ELEVENTH SOCIAL  
GRADE OF MAN  
PINRANG**



By

**RISMAYANI. A**  
**Reg Num. 14.1300.055**

**PAREPARE**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

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**RISMAYANI, A**  
**Reg Num. 14.1300.055**

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic  
Institute of Parepare in Partial of Fulfilment  
of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)

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TARBIYAH AND ADAB DEPARTMENT  
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**PAREPARE** to

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2018**

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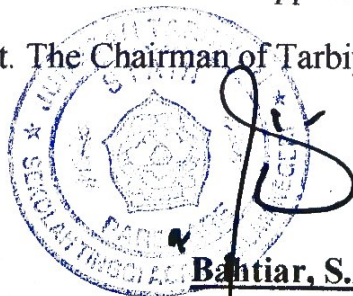
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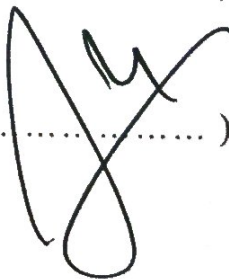
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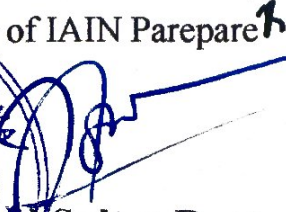
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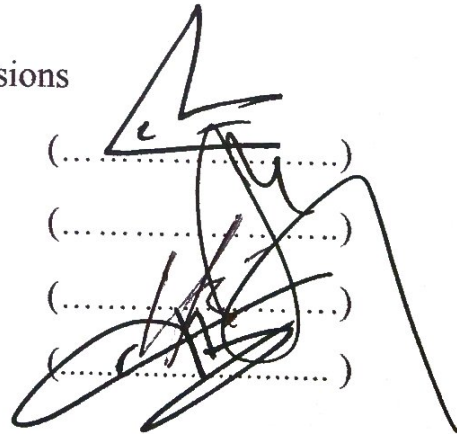
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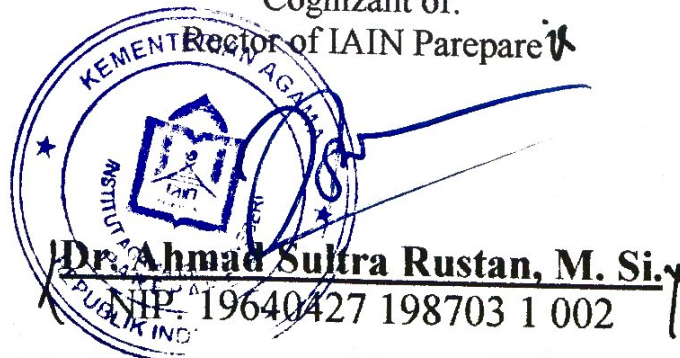
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Parepare, June, 29<sup>th</sup> 2018

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 29<sup>th</sup> June 2018

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## ABSTRACT

**Rismayani. A.** The comparison between using jigsaw and numbered head together (NHT) technique toward the students' reading comprehension at the eleventh social grade of MAN Pinrang (Supervised by Nanning and Ismail)

The objective of this research was to find out whether there is a significant difference of the students' reading comprehension between those taught through jigsaw technique and those taught through numbered head together technique at eleventh social grade of MAN Pinrang or not. Furthermore, the significance of the research was expected to be useful information for English teacher especially in teaching Reading. In addition, it can be used as a teaching model to improve reading comprehension.

This research was designed by using pre-experimental with pre-test and post-test design. The population of the research was the eleventh social grade students of MAN Pinrang academic year 2017/2018 and took the sample eleventh social two which consisted of 28 students. Then, the data had been collected by using reading test, which was applied in pre-test and post-test on both experimental class. During the process the researcher applied three meetings for each experimental class for treatment.

The result of the data analysis shows that the mean score of post-test the first experimental class or jigsaw technique was 80,71 and mean score of post test the second experimental class or numbered head together technique was 75,71. T-table value with degree of freedom ( $df = N-1 = 28-1=27$ ) and significant level  $0,05 = 2,052$ . T-test value (2,083) was higher than T-table value (2,052). It means that hypothesis alternative ( $H_a$ ) was accepted and hypothesis null ( $H_o$ ) was rejected. It can be concluded that there was a significance difference of the students' reading comprehension between those are taught through jigsaw and numbered head together (NHT) technique.

**Keywords:** Reading Comprehension, Jigsaw and Numbered Head Together (NHT) Technique.

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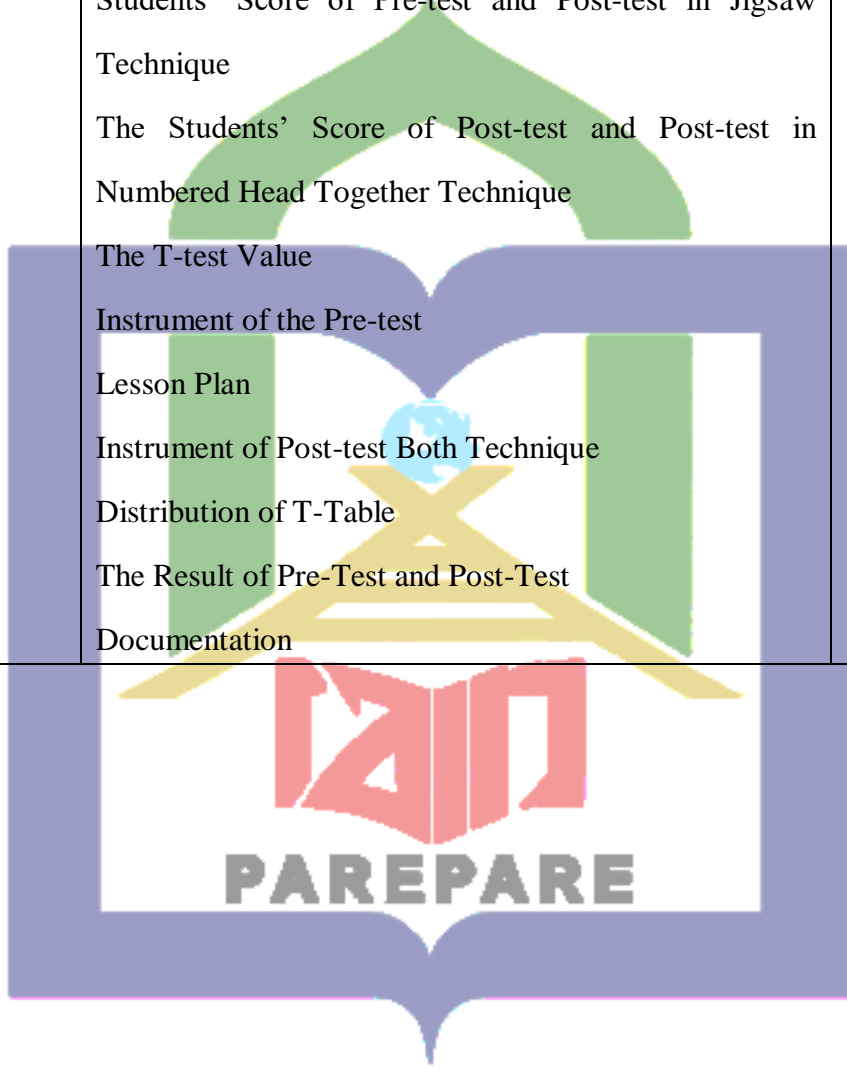
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# CHAPTER I

## INTRODUCTION

### 1.1 Background

The existence of human being is significantly related to communication and Language is the tool to communicate with the other individuals whether to express opinions, intention, feeling, etc.

English is the crucial requirements to communicate in today is the world, that is why English is taught in most of the educational institutes in Indonesia. Furthermore, English is one of the most important requirement if we would like to enroll in Company. There are four major skills in English learning, there are Speaking, Writing, Reading, and Listening. The skill that is really required by society since in childhood to learn is Reading, this is the most important skill that is required by every single individual by considering the use of reading itself to inform the written object to someone<sup>1</sup>.

Reading is a complex multi-skill process to improve students' general language in English. Mastering reading will help students understand well about the language. It will help students to build their other abilities because having a good reading comprehension means that students know about the vocabulary, grammar, and the message conveyed, however, it needs a practical and suitable method<sup>2</sup>. The idea is supported by the fact that reading now has a part of daily life. Reading cannot separate

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<sup>1</sup> Pamela J Parris, Carrol J. Puhler, Maria P. Walther, *Teaching Reading: a Blanced Approach For Today's Classroom*, (New York: McGraw-hil 2004), p. 8.

<sup>2</sup> Neville Grant, *Making The Most Of Your Textbook* (London And New York : Longman Group UK Limited, 1978), p. 60

from daily activities. People read many kinds of written materials such as newspaper, magazines, novels, academic books, etc. According to Mickley and jepries statements through reading people can find out about new ideas, facts, knowledge, experiences, enjoyment, and even problem solution as well.<sup>3</sup> Therefore, the ability to read the text in any form will bring great advantages to the reader. All those purposes need reading skills enough.

So that way, when people talk about reading. It might be automatically related to comprehension or understanding. For example, a reader who understanding what has read can answer questions about it. It means that understanding something is the main goal of reading.

Reading becomes an important part of language teaching, and it has a complicated problem in the school especially in MAN Pinrang. Some teachers consider that reading is not a favorite activity for most students. Therefore, an English teacher should find a method or technique to solve this problem. Talking about reading activities, there are some technique that can be used by the English teacher. Absolutely, every teacher should choose the appropriate one to reach the goal. For example, in Indonesia, it is known that most of the classes are big these classes can consist of 25 up to 35 students for each class. Consequently, it is hard for the teacher to manage such big classes. It is difficult for the teacher to make the contact with the students directly and difficult to control every student one by one. Moreover, if the teacher wants to actively engage the students in students learning strategies, it will take more time to do it.

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<sup>3</sup> Beatrice S. Mikeleuky and Linda Jepries, *More Reading Power*, (Addision wesley publishing company 1996), p. 1.

To solve that problem above, it means that teacher must consider a method or technique that suitable for teaching reading in order to make the learning process become more effective. The method its self should be adjusted with the condition of the class and the ability of the students because every class has its condition its self, it also will determine the techniques its self.

There are many methods which appear to have learners in mastering the language and help the teacher accomplish their instructional goals. One of the methods which can be used in teaching reading is cooperative learning. Cooperative learning is one of the alternative methods which engages students in learning to read. This method is divided into a small group. It expects the students to help each other in mastering knowledge by discussing. There are many techniques in cooperative learning which can be applied by teachers in teaching-learning activities. They are Jigsaw, Students team achievement (STAD), Numbered head together (NHT), Group investigation, Teams games tournament (TGT), and Cooperative integrated reading and composition (CIRC).

Furthermore, the writer interest to investigate about which technique from both jigsaw technique and numbered head together technique to improve reading comprehension more. As far as the writer concerns, there is no research which compares those two techniques in teaching reading. That is why the writer is going to research this problem.

### **1.1 Problem Statement**

Based on the previous background the researcher formulate the problem of the research:

- 1.1.1 Is there any significant difference in students' reading comprehension between who are taught with jigsaw and numbered head together (NHT) technique at the eleventh social grade of MAN PINRANG?

## **1.2 Objective of the Research**

Relating to the problem statement, the researcher decided to the objective of the research is to examine:

“To find out the information about the significant difference of students' reading comprehension between who are taught with jigsaw and numbered head together (NHT) technique at the eleventh social grade of MAN PINRANG.

## **1.3 Significance of the Research**

The result of this research is expected to be useful for giving a new contribution theoretically and practically. Theoretically, this research is expected to give more information for MAN Pinrang's English teacher in order to offer them a good way to teach reading and help in increasing students' reading comprehension through Cooperative Learning; Jigsaw and Numbered Head Together (NHT) technique. Practically, this research is expected:

- 1.3.1 This research is also hoped to bring good effect for students' reading comprehension and of course to increase reading comprehension.
- 1.3.2 For the teacher, this research will be useful as an information to provide an alternative solution in helping students to improve their reading comprehension.
- 1.3.3 To another researcher, it will be useful information for the next researcher who wants to carry out the same research in different aspects of this research.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Some Pertinent Idea

##### 2.1.1 Definition of Reading Comprehension

In general, reading is one of the important skill in learning English. Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered<sup>4</sup>. There are some many experts who give the various definition of reading. According to William, “reading is an interactive process in two ways, it combines many cognitive processes working together at the same time. Reading is also an interaction between the reader and the writer, the text provides information that the author wants the reader to understand in certain ways”.<sup>5</sup>

Meanwhile, according to William Grabe and Fedricka, “Reading is the ability to draw meaning from the printed page and interpret information appropriately”.<sup>6</sup> It means reading is always make active our brain, reading is a transaction between the writer and the mind of the reader during which meaning is constructed. Then, according to Judi “reading is making meaning from print and from visual information. But reading is not simple, reading is an active process that requires a great idea of practice and

<sup>4</sup> Danielle S. McNamara, *Reading Comprehension Strategies* (New York ), p. 3.  
[http://books.google.com/books?e\\_pi\\_](http://books.google.com/books?e_pi_) (January, 23, 2018)

<sup>5</sup> William Grabe, *Reading In a Second Language : Moving From Theory to Practice* (New York : Cambridge University Press, 2009), p. 14.  
<http://book.org/s/?q=reading+in+a+secong+language&yearFrom=&yearTo=&langue=&extension=&t=0> (accessed January, 24, 2018)

<sup>6</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (Britain: Pearson Education Limited, 2011), p. 3.

skill”.<sup>7</sup> Another statement comes from Nation “reading is a source of learning and a source of enjoyment”.<sup>8</sup>

Based on some definitions above, the research can sum up that reading is the interaction between the writer and the reader through the written language using the process of transfer idea from the writer to the reader. So, it may be said that comprehension is the main part of reading itself.

Definitely, reading cannot be separated from comprehension. Comprehension can be said as the core point in reading. According to Elizabeth, “comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one. The reader must be actively engaged with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expression that a writer uses to communicate information, ideas, and viewpoints”.<sup>9</sup> Then according to Dechant “comprehension is a process, it is thinking through reading”.<sup>10</sup> Comprehension also depends on the student’s basic cognitive and intellectual skills, on the background of experience such as vocabulary knowledge, the concept of ideas, and on language competence.

Catherine defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written

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<sup>7</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 10.

<sup>8</sup> I. S. P. Nation, *Teaching ESF/EFL Reading and Writing*, (New York: Routledge, 2009), p. 49.

<sup>9</sup> Elizabeth S. Pang, et al., *Teaching Reading*, p. 14.

<sup>10</sup> Arifuddin and Eny satriana, “Developing a Model of Teaching Reading Comprehension for EFL Students,” *TEFLIN Journal*, vol. 21 no. 1, (February 2010), p. 30.

language. Comprehension entails three important elements, they are the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part. The readers bring to the act of reading their cognitive capabilities that includes attention, memory, and visualization; abilities; knowledge and experiences<sup>11</sup>. Meanwhile, Janette in her book “Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text type)”<sup>12</sup>.

In conclusion, reading comprehension is an active process to decode and to construct the meaning or the message that the author or writer wishes to communicate through the text by using the prior knowledge.

### **2.1.2 The Aim of Reading**

It has known, everything that does it must being the purpose. Reading is an activity with a purpose. Every material which people read, exactly they have an aim in reading. People may read to get a new information, facts or idea for verifying an existing knowledge every day. Then, there are some people read only to finish their task as well. It can be said every people have different purposes when they read and exactly each purpose defines how people read a text. According to Grabe and Fredricka in their book, commonly the main purpose of reading is to gain general comprehension whether for information or pleasure. Meanwhile, reading purposes can be classified under seven main headings, they are:

#### **2.1.2.1 Reading to Search for Simple Information**

<sup>11</sup> Catherine Snow, *Reading for Understanding: Toward an R&D Program In Reading Comprehension*, (RAND, 2002), p. 11.

<sup>12</sup> Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guildford Publication, 2007), p. 8.

Reading to search for simple information is a common reading ability, through some researchers see it as a relatively independent cognitive process. It is used so often in reading task that is probably best seen as a type of reading ability.

#### 2.1.2.2 Reading to Learn from Text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, make stronger inference demands than general comprehension to connect text information with background knowledge.

#### 2.1.2.3 Reading to Skim Quickly

In reading to skim, it typically can the text for a specific piece of information or a specific word. It involves, in essence, a combination of strategies for guessing where important information might be in the text and then using basic reading comprehension skills on those segment of the text until a general idea is formed.

#### 2.1.2.4 Reading to Critique Text

Reading to critique is additional decisions about the relative importance of complementary, mutually supporting or compacting information of the text.

#### 2.1.2.5 Reading to Write

It has a relationship with reading to critique. After the reader is given a critique of the text, it can be a restructuring of a theoretical frame and accommodate information from multiple or other sources.

#### 2.1.2.6 Reading to Integrate Information

In reading to integrate information may be task variants of reading to critique and reading to write.



### 2.1.2.7 Reading for General Comprehension

The mean of general reading comprehension has intentionally saved for two reasons. First, it is the most basic purpose for reading, underlying and supporting most another purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

The overall purpose is not to remember most of the specific details but to have a good grasp of the mains idea, supporting idea, and to relate that main idea to background knowledge as appropriate<sup>13</sup>. The purpose of reading above can be concluded that reading is used to search for information, to write, and to give any critique about the contents of the text or reading material.

### 2.1.3 Kinds of Reading

To get the maximum benefit from reading, we need to be involved the kinds of reading as follow:

#### 2.1.3.1 Extensive Reading

The idea of extensive reading is not very constructing with intensive reading. According to Nation “extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read”.<sup>14</sup> Extensive reading gives the opportunity for students to have a fluency in reading. It allows students to read a lot of texts or book and try to more focus on the meaning rather than the language feature of the text. Extensive reading is a concept that has been around for quite a while

#### 2.1.3.2 Intensive Reading

<sup>13</sup> William Grabe and Fedricka L. Stoller , p. 6.

<sup>14</sup> I. S. P Nation, *Teaching ESF/EFL Reading and Writing*, p.49.

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. Intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of the text, sentence by sentence.<sup>15</sup>

#### 2.1.3.3 Scanning

Scanning is defined as the ability to locate specific information or facts as rapidly as possible.<sup>16</sup> It may ask to look for names or dates, to find a definition of a key concept or to a list of supporting details.

#### 2.1.3.4 Skimming

Skimming is defined as the ability to identify main ideas while very rapidly and selectively skipping over the reading material.<sup>17</sup> It means skimming consist of quickly running one's eyes across a whole text to find out what the text tells about or to find out the main idea of the text.

#### 2.1.4. Difficulties of Reading<sup>18</sup>

The difficulties of students in reading skill are unquestionable. Students lack prior knowledge, which is a very important foundation in getting the gist of the paragraph. According to Kustaryo, reading comprehension problem with the paragraph involves some closely related phenomena such as; the lacks prior knowledge such as:

##### 2.1.4.1 Word Recognition

Word recognition is an important component in understanding target language. Students face difficulties when trying to recognize the word of the target language.

<sup>15</sup> I. S. P. Nation, *Teaching ESL/EFL reading and writing*, p. 25.

<sup>16</sup> Azhar Arsyad, *Step by Step*, (Yogyakarta, Pustaka Belajar, 2003), p, 141.

<sup>17</sup> Azhar Arsyad, *Step by Step*, p. 141.

<sup>18</sup> Erika Sinambela, Sondang Manik, and Rotua Elfrida Pangaribuan, "Improving Students' Reading Comprehension Achievement by Using K-W-L Startegy," *Sciedu Press*, vol. 4 no. 3 (July 2015), p. 16-17. <http://dx.doi.org/10.5430/elr.v4n3p13>

#### 2.1.4.2 New Word Recognition

New word and words that have been learned are two aspects that might cause difficulties in the learning vocabulary. Learning new words, words that are introduced for the first time to the students is greatly influenced by the prior knowledge about words.

#### 2.1.4.3 Other Factor

Other factors that might weaken the students when learning a language are students and teacher.

### **2.1.5 Cooperative Learning**

#### 2.1.5.1 Definition of Cooperative Learning

Teaching practices that provide opportunities for the student to learn together in small groups are known as cooperative learning. Cooperative learning is children learning together in a small group, which are structured so that group members have to cooperate to succeed<sup>19</sup>.

Based on the statements above, the research opinion that cooperative learning is a learning model which provides opportunity and to communicate with students each other and take responsibility of their friends. It can be underline that cooperative learning gives the way to organize group work to improve learning and academic achievement. Definitely, cooperative learning has many techniques through it which can be applied by teachers in teaching- learning activities, such as; jigsaw, numbered head together (NHT), student team achievement division (STAD), group investigation,

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<sup>19</sup> *Cooperative Learning: Theory and Practice* (Cambodia, 2009), p. 2.

cooperative integrated reading composition (CIRC), learning together, and cooperative scripting.

### **2.1.5.2 The Purpose of Cooperative Learning<sup>20</sup>**

There are four purposes of cooperative learning:

#### **2.1.5.2.1 More children actively learning**

By using more cooperative methodologies in which students work together in groups, all students are actively engaged in a learning task. Students become more active participants in their own language, as opposed to a passive recipient of knowledge who only listens and takes notes.

#### **2.1.5.2.2 Children learn to help one another**

Cooperative learning encourages students to support their classmate in a group rather than to compete against one another. In this way, students can combine their talents and help another.

#### **2.1.5.2.3 Child to child learning support**

Cooperative learning provides the opportunity for higher achieving students to help students who are slower learners. These higher achieving students can probably communicate more easily with their peers than can the teacher.

#### **2.1.5.2.4 Improved motivation to succeed**

Cooperative learning helps to improve the motivation of many students by offering the opportunity to more students to experience the joy of winning and academic success.

### **2.1.5.3 Key Elements of Cooperative Learning<sup>21</sup>**

There are five important key of cooperative learning:

<sup>20</sup> *Cooperative Learning: Theory and Practice*, p. 4.

<sup>21</sup> *Cooperative Learning: Theory and Practice*, p. 7-8

#### 2.1.5.3.1 Positive interdependence

Students perceive that they need each other in order to complete the group's task. The key to doing this successfully is to structure the group so that group members clearly get the message I can only succeed and do well if the other members in my group also succeed and do well.

#### 2.1.5.3.2 Collaborative social skill

Social skill determines the way students interact with each other as teammates. It means that cooperative learning teaches students to have interpersonal and small group skill.

#### 2.1.5.3.3 Processing group interaction

This individual accountability occurs when the performance of each individual student is assessed and the result is given back to the group and the individual.

#### 2.1.5.3.4 Heterogeneous grouping

Group processing exists when group members discuss how well they are achieving their goals and maintaining an effective working relationship. It is such an evaluation that every group should do in order to have a better understanding in the next session. In short, the student should assess how to work effectively.

#### 2.1.5.3.5 Face to face promotive interactive

These elements mean that in cooperative learning, the students are led and promoted to interact with their group member, to help, to support, to encourage, and to praise each other.

### **2.1.6 Jigsaw Technique**

#### 2.1.6.1 Definition of Jigsaw

Jigsaw model of cooperative learning is the learning process that focuses on the work of student groups in small group form. As stated by Lie “cooperative learning model of jigsaw is a model of cooperative learning that means of students studying in small groups consisting of four to six people heterogeneously and students working together and responsible independently”.<sup>22</sup>

The learning of the jigsaw model is also known as the expert team because each group is faced with different problems but the problems faced by each group are the same, each member in a different group discusses the problems encountered, then the team of experts returns to the group and the results obtained are delivered to the members his group.

#### 2.1.6.2. The steps of learning jigsaw model

2.1.6.2.1 Students are divided into one up to six team members.

2.1.6.2.2 Each person in a team is given a different piece of material in the text that has been divided into several sub-chapters.

2.1.6.2.3 Each member of the group reads the assigned sub-chapter and is responsible for learning it so that it gets information from the problem.

2.1.6.2.4 Members of other groups who have studied the same sub-section meet in a group of experts to discuss it.

2.1.6.2.5 Each member of the experts group after returning to their original group is in charge to teach the results obtained from the expert team discussions to each group.

2.1.6.2.6 The teacher gives a sort of Quiz evaluation that covers all the topics of the issues that have been discussed.

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<sup>22</sup> Dr. Rusman, *Model-mode Pembelajaran*, (), p. 218

2.1.6.2.7 Calculation of group scores and award group rewards.

2.1.6.3 The Advantages and disadvantages of Jigsaw Technique

The advantages as follow:

1. It is an efficient way to learn the material for encouraging group sharing and learning of specific content.
2. It can help students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skill to complete an assignment.
3. It is monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic.

Meanwhile, the disadvantages as follow:

1. Requires an equal number of groups.
2. Students must be trained in this technique of learning.
3. Classroom management can become a problem.

### 2.1.7 Numbered Head Together (NHT) Technique<sup>23</sup>

Numbered head together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number from one to maximum number in each group. The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as a spoken person for the group.

By having students work together in a group, this technique ensures that each member knows the answer to questions asked by the the teacher. Because no one knows

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<sup>23</sup> Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Kencana Media Group Jakarta 2010), p. 82-83

which number will be called, all team members must be prepared. This cooperative learning method promotes discussion and both individual and group accountability. This technique is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this technique is used. After direct instruction of the material, the group support each member and provides opportunities for practice, rehearsal, and discussion of the content material.

#### 2.1.7.1 The Steps of Numbered Head Together

According to Trianto, the teacher use four steps to asking the question for students in the class, they are:

##### 2.1.7.1.1 Numbering

In this step, the teacher divides the students into some groups consist of three up to five people and each member of groups given a number from one up to five.

##### 2.1.7.1.2 Asking Question

Pose a question to the class and give the groups fifteen minutes “heads together”

##### 2.1.7.1.3 Heads Together

The students put their head together to decide one appropriate answer making sure that every group member knows the agreed upon answer.

##### 2.1.7.1.4 Answering the Question

The teacher calls a number at random and only students with the number to respond the question.

#### 2.1.7.2 The Advantages and Disadvantages of Numbered Head Together Technique

The advantages as follow:

1. The students can be motivated to learn and help each other.
2. The students are accountable to each other for share ideas.



3. Each student within the group has the same opportunity to share.
4. This technique can be used in all of level but it has to be adjusted with the material.

Meanwhile, the disadvantages as follow:

1. The smart students will tend to dominate so that is can make the weak students who have a passive attitude.
2. It will not work well if there are students just copy the work of smart students without having an adequate understanding.
3. It will be unfair if the group contained of weak students.

### **2.1.8 The Concept of Narrative Text**

#### 2.1.8.1 Definition of Narrative Text

The students in writing narrative text are to create cohesive and systematic sentences when they write a story. The students use a narrative text as a tool to help them organize their idea and express their experience. From those experiences that students have, they will be easy to tell their story in form of narrative text. And also narrative is one of the most types of any text.

The narration is a story writing. When the students want to write a narrative text, they will write about the events in the order that they happen. In other words, they use time order to organize the sentences.<sup>24</sup> So, in the model narrative paragraph, the writer used time to tell what happened first, what happened next, what happened after that, and soon. Narratives can be also called a graph. The story graph visually explain

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<sup>24</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, ( New York: Pearson Education, 2007), p. 24.

how the plot develops, showing the high and low action points of the story as it progresses over time.<sup>25</sup>

Narration is a storytelling. Through narration, the students make statements clear by relating in detail something that has happened. In the story students tell and present the details in the orders in which they happened.<sup>26</sup> It means that, if the story detail, the reader will be able to see and understand just why the writer felt that way. On the other hand, narrative is a story report of connected events, real or imaginary, presented in a sequence of written or spoken words, or still or moving to imagine. Narrative can be organized in a number of thematic and formal categories which are non-fiction, a fictionalization of historical event, and fiction proper. Narrative not just all about the story or the legend of the story that most of popular have been recognized by the students, but also about the experience. It is one of the kind that can be written as writing narrative type.

From some definition above, the researcher can conclude that Narrative text is a story writing taken from act and events or personal experience that using time in order to organize the sentences. And also narrative text as a tool to help them organize their idea and express their experience. Through narration, the students make a statement by relating in detail something that has happened.

#### 2.1.8.2 Types of Narrative Text

<sup>25</sup>Susan Dymock, "Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness." *Journal International Reading Association*, vol. 61 no. 2 (October 2007), p.163. <https://googleweblight.com/i?u=https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/RT.61.2.6&hl=id-ID>. (Access on February 9<sup>th</sup> 2018).

<sup>26</sup>John Langan, *College Writing Skills with Readings Seventh Edition* (New York: McGrawHill, 2008), p. 203.

There are some types of narrative writing which are personal, imaginative and narrative essay.

#### 1. Personal narrative writing

When a person write about himself or his experience that is called a personal narrative writing. In this style, the writer should write about the events and experiences of his life in such a way that can interest for the reader. There is some experience that people can write such as experience when holiday, in school, in a village, in the market, and in the library.

#### 2. Legend

Legend is a narrative of human actions that are perceived by the listener to take a place in human history. Typical of the legends are short, traditional, and historicized narrative perform in a conversational mode. It means that legend as folklore that consists of a narrative that features human actions. There are some examples of legends such as Sangkuriang, The Legend of Tangkuban Perahu, and Malingkundang.

#### 3. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like a human being. It means that fable is a fictional narrative to teach a moral lesson. The examples of fable in narrative text are The Ants and The Grasshopper, The Smartest Parrot, and The Story of Monkey and Crocodile.

#### 4. Fairy Tale

Fairy tale is type of short narrative that typically features such as folkloric characters as fairies, goblins, elves, trolls, and dwarves. Fire tale is a story for children

involving magical events and imaginary creatures. The examples of a fairy tale in narrative text are Cinderella, Snow White, Pinocchio, and the Beauty and the Beast.<sup>27</sup>

### 2.1.8.3 Generic Structure of Narrative Text

In constructing narrative text, there is some generic structure that should be known. They are orientation, complication, and resolution.

#### 1. Orientation

It is about the opening of the paragraph where and when the story happened and introduces the characters of the story: who and what is involved in the story. In this section to explain to the reader what the story is going to be about. As the opening of the paragraph, it is very important to make an interesting story to make the reader interest to read the story.

#### 2. Complication

A series of events in which the main character attempt to solve the problem. In this section tells about the beginning of the problems which leads to the crisis (climax) of the main characters. It means that this is the main body of the story in this part include an event of the story. This part will build the tension and anticipation for the reader.

#### 3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. It means that in this part contains the ending of characters' problem and conflict. Usually, there are three possible resolutions. First, the story will be ended with

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<sup>27</sup> Study English , “The Types of Narrative Text,” <http://studyenglish.blogspot.co.id/2013/the-types-of-narrative-text.html>. (Access on February 09<sup>th</sup>2018).

a happy ending. Second, the story will be ended by the sad ending. The last, the writer allows the reader to guess the end of the story.<sup>28</sup>

#### 2.1.8.4 Example of Narrative Text

The following is the example of narrative text.

##### **The Mouse Deer and The Tiger**

One day, there was a mouse deer. He was a thirsty so he wanted to drink on the river. When the mouse deer came next to the river, a tiger approached him and wanted to eat him. Of course the mouse deer tried to escape, but the tiger run faster and caught him.

In that dangerous situation the mouse deer thought hard how to escape the tiger. Then, he got idea and said to the tiger, “listen! Your mightiness and toughness are all great! But I have my own king. He has a greater strength than yours! I am sure that nobody can match his power!” because the tiger felt taunted. He declared that he would challenge the mouse deer’s king.

Next, the mouse lead the tiger to the river and said, “now look at the water. You will see my king” foolishly the tiger look in the river and surely saw another tiger in the water. Then, he growled, but the tiger jumped into the water and wanted to fight. He was believing there was another tiger in the water.

The mouse deer took that opportunity to escape. After fighting with himself in the river, the tiger realized that he was fooled by the mouse deer.

Orientation : there were a mouse deer and the tiger on the river bank.

Complication : a tiger approached a mouse deer to eat him

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<sup>28</sup>Aris Munand, “Narrative Text,” <http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purposes.html>. (Accessed on December 2<sup>nd</sup>2017).

Resolution : the tiger realized that he was fooled by the mouse deer.<sup>29</sup>

## 2.2 Previous Research Finding

Some studies dealing with the investigation of how cooperative learning improve students' reading comprehension, especially Jigsaw and Numbered Head Together technique were conducted by some researchers. The brief explanations of those studies are described as follows:

2.2.1 Ika Kusriani in her research "Using jigsaw technique to improve reading comprehension skill at the eight grade students of SMP 3 Mlati Yogyakarta. She stated that the students' skill in reading comprehension can be increased through Jigsaw technique at the eight grade students of SMP 3 Mlati Yogyakarta. The improvement students' comprehension showed in students were more active in every activity, they were willing to participate in the group discussion and more serious to finish the task in groups.<sup>30</sup>

2.2.2 The research entitled "Improving students' reading comprehension using numbered head together (NHT) technique at the eleventh grade of SMA Negeri Colomadu Karanganyar by Panji Irawan. He stated that using numbered head together (NHT) can improve students' reading comprehension. It is supported by the result of the test scores. The mean score of pre-test 1 score was 60,78 and it improved to 70,48 in posttest 1 and it also improved to 80,37 in post-test 2. In conclusion, by using

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<sup>29</sup>"Narrative Text with Generic Structure," Free English Course Info, <https://freeenglishcourse.info/narrative-text-contoh-generic-structure/> (Access on March 1<sup>st</sup> 2018).

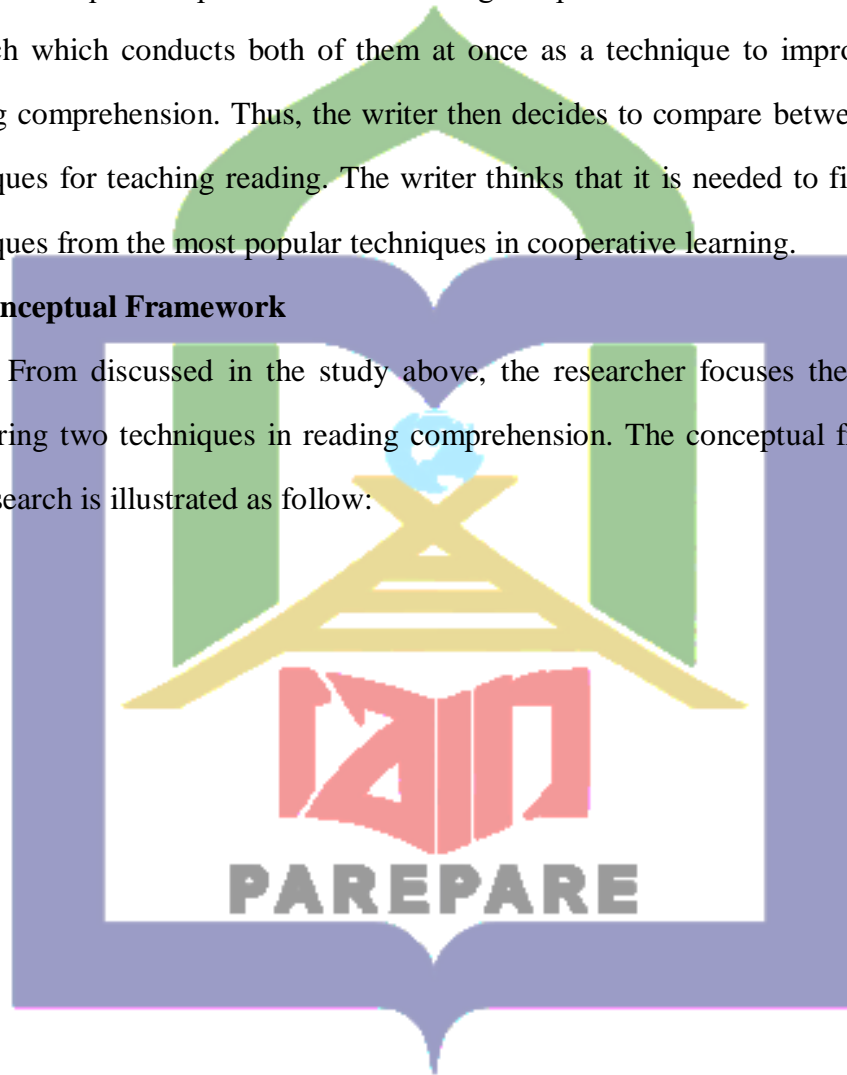
<sup>30</sup> Ika Kusriani, Improving Students' Reading Comprehension By using Jigsaw Technique. (Unpublished Thesis. Universitas Sebelas Maret Surakarta, 2012), p. 88

numbered head together (NHT) is able to improve students' reading comprehension as accepted.<sup>31</sup>

Based on the previous finding above, Jigsaw and Numbered Head Together are a good technique to improve students' reading comprehension. But there is no available research which conducts both of them at once as a technique to improve students' reading comprehension. Thus, the writer then decides to compare between those two techniques for teaching reading. The writer thinks that it is needed to find what best techniques from the most popular techniques in cooperative learning.

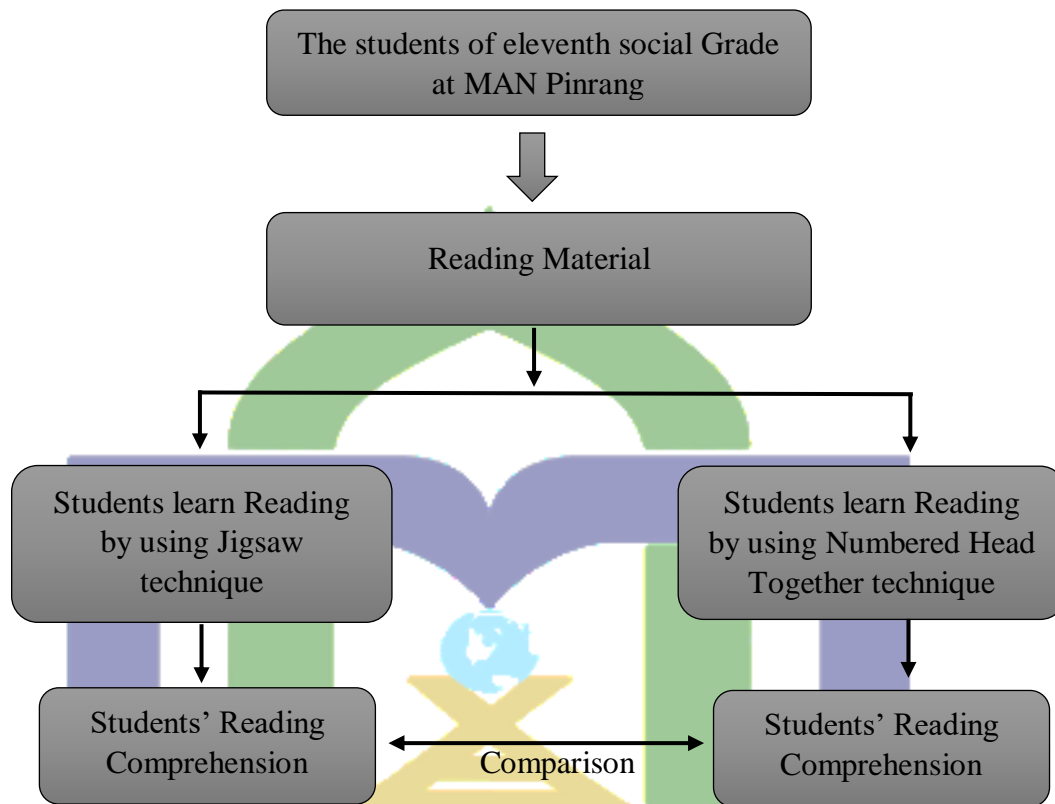
### 2.3 Conceptual Framework

From discussed in the study above, the researcher focuses the research on comparing two techniques in reading comprehension. The conceptual framework of this research is illustrated as follow:



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<sup>31</sup> Panji Irawan, Improving Students' Reading Comprehension Using Numbered Head Together (NHT) Technique. (Unpublished Thesis, Universitas Sebelas Maret Surakarta. 2012), p. 97



The diagram above shows that in this research learning reading divided into two parts. They are learning by using jigsaw technique and by using numbered head together technique. The output of the students in learning by using jigsaw technique will be resulting students' reading comprehension. The other, output of the students in learning by using numbered head together technique will be resulting students' reading comprehension as well. Both results of students' reading comprehension above will be compared and will be resulting output of the research.

The main focus of this research is comparing both using jigsaw technique and numbered head together technique toward students' reading comprehension at the eleventh social grade of MAN Pinrang.



## 2.4 Hypothesis

To find out the differences between students' reading comprehension using jigsaw technique and numbered head together (NHT) technique, therefore the hypothesis of this research are:

### 2.4.1 Null Hypothesis ( $H_0$ )

There is no difference between students' reading comprehension of eleventh social grade 2 of Man Pinrang in reading using jigsaw technique and numbered head together (NHT) technique.

### 2.4.2 Alternative Hypothesis ( $H_a$ )

There is a difference between students' reading comprehension of eleventh social grade 2 of Man Pinrang in reading using jigsaw technique and numbered head together (NHT) technique.

## 2.5 Operational Definition of Variable

### 2.5.1 Variable

This research consist of two variables as follows:

2.5.1.1 Students' reading comprehension of the eleventh social grade of MAN Pinrang is dependent variable.

2.5.1.2 Jigsaw technique and Numbered head together technique is independent variable.

### 2.5.2 Operational Definition

The independent variable means teaching students by using jigsaw and numbered head together technique that provides in a small group.

The dependent variable means the students' reading comprehension to read the text, process it, and understanding its meaning.



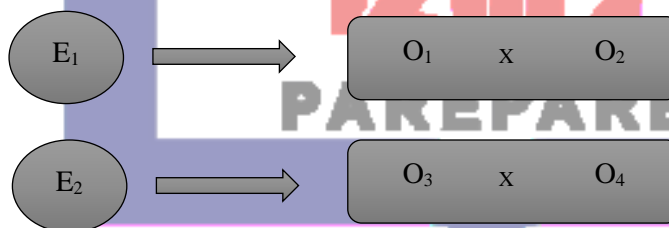
## CHAPTER III

### RESEARCH METHOD

This chapter generally described the place and time of the research, the method of the research, the population and sample of the research, the technique of data collecting, the technique of data analysis, and the statistical hypothesis.

#### 3.1 Research Design

The research used quantitative method namely experimental study with the pre-experimental design consist of one group pretest and posttest design. According to Khotari “experiment is the process of examining the truth of statistical hypothesis”.<sup>32</sup> The other statement comes from David “experiments are designed to collect data in such a way that threats to the reliability and validity of the research are minimized”.<sup>33</sup> The success of the treatment in the experimental class is determined by comparing pre-test and post-test score.<sup>34</sup> The design is described as follow:



<sup>32</sup> C. R. Khotari, *Research Methodology: Methods and techniques* (New Delhi, New Age International Publisher, 2004), p. 35.

<sup>33</sup> David Nunan, *Research and Method in Language Learning*, (New York, Cambridge University Press, 1992), p. 47.

<sup>34</sup>John W. Best, *Research in Education*, (United States of America: Prentice Hall Inc, 1981), p. 81.

Where:

E<sub>1</sub> : Experiment Class<sub>1</sub>

E<sub>2</sub> : Experiment Class<sub>2</sub>

X : Treatment

O<sub>1-3</sub> : Pretest

O<sub>2-4</sub> : Posttest

The researcher used the techniques in one class; the class consist of 28 of students. The researcher gave twice treatment on that class but in different time to implement both of techniques. So, that class became the first experimental class which was taught with Jigsaw technique and the second experimental class was Numbered head together technique.

### **3.2 Location and Duration of the Research**

The researcher took the research at the eleventh social grade of MAN Pinrang. The school was located on Jalan Bulu Manarang No. 32 Pinrang, South Sulawesi. The researcher did the research about less than two months.

### **3.3 Population and Sample**

#### **3.3.1 Population**

The population of this research was the eleventh social grade of MAN PINRANG academic year 2017/2018. The population of the eleventh social grade is 63 students that divided into 2 classes which consist of eleventh Social one and eleventh Social two. The table below showed the students' population of the eleventh social grade students of MAN Pinrang.

Table 3.1 : The total of the eleventh social grade of MAN Pinrang.

No.	Class	Male	Female	Total
1	Elevent Social 1	20	15	35
2	Elevent Social 2	13	15	28
Total		33	30	63

(Source of MAN Pinrang)

### 3.3.2 Sample

Based on the population above, there were two classes of eleventh social grade students at this school, so the researcher chosen one class those were as a sample by using random sampling. According to Sugiyono, “probability sampling is a sampling technique that gives the same opportunity to every member of the population to be a sample”<sup>35</sup>. As for the sampling in this study using simple random sampling. It was random sampling because the population were homogeny so the researcher decided to take a sample from the population randomly by not considering strata or levels in the population.<sup>36</sup> The sample of this research was eleventh social grade 2 that consists of 28 students as the first experimental class and as the second experimental class as well. The total number of samples were students consists of 13 male and 15 female.

<sup>35</sup> Sugiyono, *MEtode Penelitian Pendidikan*, (Bandung: Alfabeta, 2012), p. 95

<sup>36</sup> Sugiyono, *MEtode Penelitian Pendidikan*, p.124.

Table 3.2 The total of sampling

No	Class	Male	Female	Total
1	Eleventh Social 2 as First Experimental class and Second Experimental class	13	15	28
Total		13	15	28

### 3.4 Instrument of the Research

To get data about the students reading comprehension in learning English by using jigsaw technique and numbered head together technique, the researcher used reading test as an instrument of this research. The test was in the form of pretest and posttest. Pretest and posttest administrated at eleventh social grade two of MAN Pinrang. It consisted of some questions related to reading comprehension.

### 3.5 Procedure of Collecting Data

This research was focused on students' reading comprehension. In this research, data was all the information that is directly gathered from the researcher's subjects. The presentation of data collecting was in chronological order as below:

#### 3.5.1 Pretest

Before giving a treatment, the researcher gave the students pre-test as an activity in the first meeting. It consisted of some questions related to reading comprehension. It was important to do the pretest because the researcher wants to know the students' beginning knowledge before the students were given the treatment.

### 3.5.2 Posttest

After giving a treatment, the researcher gave the test which different story that uses in in the posttest but it has a same level of difficulty. The researcher gave twice post-test on that class in a different time. It was aimed to finding out the significant result after doing the treatment both of techniques. Posttest gave at the last activities and the steps were same as the steps in the pre-test.

### 3.6 Treatment

After giving pretest, the researcher gave treatment to the students and it spent three weeks. There were first experimental class and second experimental class. In these meeting, the research used jigsaw technique at the first experimental class and numbered head together (NHT) technique at the second experimental class. The total of treatment were six meetings for both experimental class in the same class. The researcher held three meetings for each technique. The material were given during this research are all about narrative text.

#### 3.6.1 The First Experimental Class

##### 3.6.1.2 The First Meeting

1. The researcher opened the lesson.
2. The researcher explained the objective of the study to students.
3. The researcher explained the generic structure and communicative goal of narrative text to students.
4. The researcher explained the language feature of the narrative text
5. The researcher gave an example of narrative reading text to students.

6. The researcher taught the students about how to identify the main idea of the narrative text.
7. The researcher explained jigsaw technique and its steps that will be implemented in the class.
8. The researcher divided students into some group which is called “Home Group” and give them the task segment.
9. The researcher distributed a text that has been cut into some segment.
10. The researcher asked the students to make the new groups based on the similar task segments which are called “Expert Group”
11. The researcher asked the students to discuss the task until all students understand the material.
12. The researcher asked the students to regroup in “Home group”
13. The researcher asked the students to present the result of the discussion in “Expert Group” one by one in sequence.
14. At the end of this meeting, the researcher gave a quiz on the material so that students quickly came to realize that these techniques are not just fun and game but really count.

#### 3.6.1.2 The Second Meeting

1. The researcher opened the lesson.
2. The researcher reexplained the technique and its steps that will be implemented.
3. The researcher divided students into some group which is called “Home Group” and give them the task segment.
4. The researcher distributed a text that has been cut into some segment.



5. The researcher asked the students to make the new groups based on the similar task segments which are called “Expert Group”
6. The researcher asked the students to discuss the task until all students understand the material.
7. The researcher asked the students to regroup in “Home group”
8. The researcher asked the students to present the result of the discussion in “Expert Group” one by one in sequence.
9. At the end of this meeting, the researcher gave a quiz on the material so that students quickly came to realize that these technique are not just fun and came but really count.

#### 3.6.1.3 The Third Meeting

1. The researcher opened the lesson.
2. The researcher divided students into some group which is called “Home Group” and giving them the task segment.
3. The researcher distributed a different text from the second meeting that has been cut into some segment.
4. The researcher asked the students to make the new groups based on the similar task segments which are called “Expert Group”
5. The researcher asked the students to discuss the task until all students understand the material.
6. The researcher asked the students to regroup in “Home group”
7. The researcher asked the students to present the result of the discussion in “Expert Group”

8. At the end of this meeting, the researcher gave a quiz on the material so that students quickly come to realize that these technique are not just fun and came but really count.

### 3.6.2 The Second Experimental Class

#### 3.6.2.1 The First Meeting

1. The researcher opened the lesson.
2. The researcher explained the objective of the study to students.
3. The researcher explained the generic structure and communicative goal of narrative text to students.
4. The researcher explained the language feature of the narrative text
5. The researcher gave an example of reading text by narrative text to students.
6. The researcher taught the students about how to identify the main idea of narrative text.
7. The researcher explained the numbered head together (NHT) technique and it steps that will be implemented.
8. The researcher divided students into some groups and every member of group are given a number from one up to the maximum.
9. The researcher gave the same text for each group.
10. The researcher asked a question about the text that has been distributed to each group.
11. The researcher allowed the students to put their heads together to make sure everyone on the team knows the answer about five minutes.

12. The researcher called one number, then only students that number can raise their hands if they know the answer.
13. The researcher gave a score to the group that has been answered the question correctly

#### 3.6.2.2 The Second Meeting

1. The researcher opened the lesson.
2. The researcher reexplained the technique and its steps that will be implemented.
3. The researcher divided students into some groups and every member of group are given a number from one up to the maximum.
4. The researcher gave the same text for each group.
5. The researcher asked a question about the text that has been distributed to each group.
6. The researcher allowed the students to put their heads together to make sure everyone on the team knows the answer about five minutes.
7. The researcher called one number, then only students that number can raise their hands if they know the answer.
8. The researcher gave a score to the group that has been answered the question correctly.

#### 3.6.2.3 The Third Meeting

1. The researcher opened the lesson.
2. The researcher divided students into some group and every member of group are given a number from one up to the maximum.

3. The researcher gave the same text but different text from the second meeting for each group.
4. The researcher asked a question about the text that has been distributed to each group.
5. The researcher allowed the students to put their heads together to make sure everyone on the team knows the answer about five minutes.
6. The researcher called one number, then only students that number can raise their hands if they know the answer.
7. The researcher gave a score to the group that has been answered the question correctly.

### 3.7 Technique of Data Analysis

The data collected through the test was analyzed quantitatively. This quantitative analysis employed statically calculation to the test the hypothesis. Some formulas were applied in this research to process the data as follows;

3.7.1 Scoring the student's correct answer of pretest and posttest by using this formula:

$$Score = \frac{\text{Students correct answer}}{\text{Total number of items}} \times 100$$

3.7.2 Classifying the students' score in to the following criteria as in the table into

Table 3.4 Classification students' score in learning reading by Jigsaw and Numbered head together technique

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very Poor	<40

3.7.3 Computing the frequency and percentage of the students

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

Where:

P = Percentage

Fq = Frequency

N = Total number of sample

3.7.4 Concluding the mean score of students' pretest and posttest using this formula:

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

Where:

$\bar{x}$  = Mean score

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

N = Total number of sample

3.7.5 Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N-1}} \quad \text{where } SS_1 = \sum x_1^2 - \left(\frac{\sum x_1}{N_1}\right)^2 \text{ and } SS_2 = \sum x_2^2 - \left(\frac{\sum x_2}{N_2}\right)^2$$

Where :

SD = Standard deviation

$\sum x^2$  = The sum of the score

N = The total number of subject

$(\sum x)^2$  = The square of the sum of the score<sup>37</sup>

3.7.6 Finding the significant differences between the mean score of two classes in posttest by calculating the value of the test using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where : t = test of significance

$\bar{X}_1$  = mean score of first experimental class

$\bar{X}_2$  = mean score of second experimental class

SS<sub>1</sub> = the sum square of first experimental class

SS<sub>2</sub> = the sum square of second experimental class

n<sub>1</sub> = the total number of first experimental class

<sup>37</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), p. 264-265

$n_2$  = the total number of second experimental class<sup>38</sup>

### 3.7.7 The criteria of testing hypothesis:

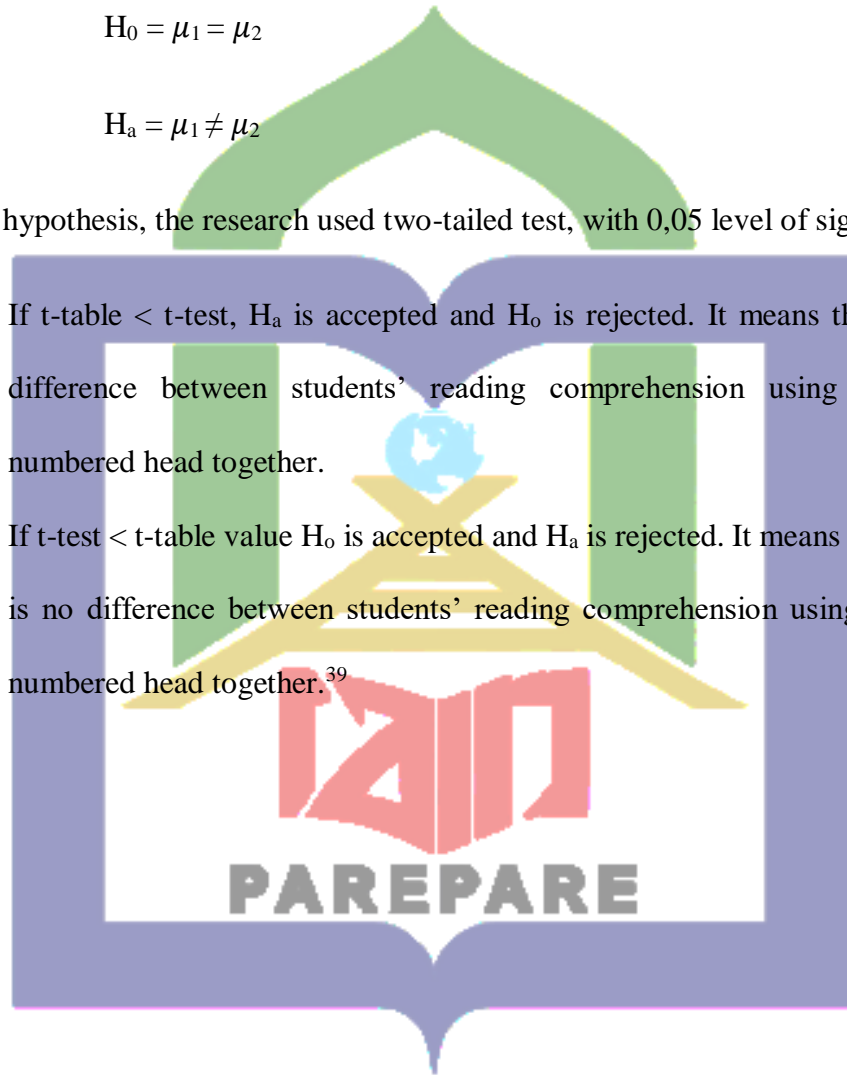
The statistical hypothesis in this research as follows:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

To the hypothesis, the research used two-tailed test, with 0,05 level of significance.

1. If  $t_{table} < t_{test}$ ,  $H_a$  is accepted and  $H_0$  is rejected. It means that there is a difference between students' reading comprehension using jigsaw and numbered head together.
2. If  $t_{test} < t_{table}$  value  $H_0$  is accepted and  $H_a$  is rejected. It means that there is no difference between students' reading comprehension using jigsaw and numbered head together.<sup>39</sup>



<sup>38</sup> Gay L.R, Geoffrey E. Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Pearson Merriel Prentice Hall 2006) p. 349.

<sup>39</sup> Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 119

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter deals with two sections, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

#### 4.1 Findings

To find out the answer of the research question in the previous chapter, the researcher administrated a test was called post-test. The test was a reading test. Post-test was given after the treatments, which aims to know the answer of the problem statements: “is there any significant difference of students’ reading comprehension between those who are taught jigsaw and numbered head together (NHT) technique at the eleventh social grade of MAN Pinrang?”

This research was encountered by comparing two independent samples to know whether there was any differences of the students’ comprehension in reading especially in narrative text when they read after learning using of both jigsaw and numbered head together (NHT) technique, which started on the beginning of 05 may 2018.

Here is the result of the students’ pre-test and post-test using jigsaw technique class:

##### 4.1.1.1 Students’ reading comprehension in narrative text using jigsaw technique

This part presents the result of data analysis about students’ reading comprehension in narrative text.



Table. 4.1 The students' reading comprehension score in jigsaw technique class

No	Name of students	Score (X) Pre-test	X <sup>2</sup>	classification	Score (X) post-test	X <sup>2</sup>	classification
1	Syahrul Ramadan	65	4225	Fair	85	7225	Very Good
2	M. Taufik	45	2025	Poor	80	6400	Very Good
3	Nasrijal	40	1600	Poor	75	5625	Good
4	M. Fawas Abiyan	50	2500	Poor	80	6400	Very Good
5	Sigit Prayogo yarjo	55	3025	Poor	85	7225	Very Good
6	Nuqri	35	1225	Very poor	65	4225	Fair
7	Rahul	55	3025	Poor	80	6400	Very Good
8	Muh Sulfira	50	2500	Poor	80	6400	Good
9	Muh Abirama	40	1600	Poor	75	5625	Good

10	Muh Rizal	70	4900	Good	95	9025	Very good
11	Ahmad Sulhaj	60	3600	Fair	85	7225	Very Good
12	Muh Yusril	40	1600	Poor	75	5625	Good
13	M. Ilham	35	1225	Very poor	65	4225	Fair
14	Wahyu Wan	60	3600	Fair	85	7225	Very Good
15	Mogawani	65	4225	Fair	90	8100	Very Good
16	Tiara Rahma R	55	3025	Poor	85	7225	Very Good
17	Nur Alisah	50	2500	Poor	80	6400	Very Good
18	Kartina	60	3600	Fair	90	8100	Very Good
19	Hasrina	45	2025	Poor	75	5625	Good
20	Julia	60	3600	Fair	85	7225	Very Good
21	Nur Mutmainnah	60	3600	Fair	90	8100	Very Good
22	Diana sukma W	40	1600	Poor	75	5625	Good
23	Syifa Aulia S	45	2025	Poor	70	4900	Good
24	Megawati	70	4900	Good	95	9025	Very Good

25	Hamida Halim	55	3025	Poor	85	7225	Very Good
26	Nurul Fatimah	35	1225	Very poor	65	4225	Fair
27	Sarina	50	2500	Poor	80	6400	Very Good
28	Puput Syaharani	55	3025	Poor	85	7225	Very Good
Total score $\sum x$		1.445	77.5		2.260	184.2	
			25			50	

*Source : Result of the Test*

On the table above, it was seen that the highest score for jigsaw technique class in pre-test was 70 and it raised up to 95 in post-test. On the other hand, the lowest score in post-test was the highest score in the pre-test.

**Table. 4.2 Rate Percentage score of the student's pretest and posttest in Jigsaw technique class**

No	Classification	Jigsaw Technique class			
		Pretest		Post-test	
		F	%	F	%
1	Very good	-	-	18	64,28 %
2	Good	2	7,14 %	8	28,57 %
3	Fair	7	25 %	2	7,15 %
4	Poor	16	57,15%	-	-
5	Very poor	3	10,71 %	-	-
	Total	28	100 %	28	100%

On the jigsaw technique class, it was discovered that most of students were in poor classification on pre-test or about sixteen students (57,15%) and some of them were in fair classification. Furthermore, on the post-test was run in the better result, eighteen students succeeded to gain very good classification or (64,28 %), while eight students were in the good classification and two students were only in the fair classification or (7,15 %).

#### 4.1.1.2 Students' reading comprehension in narrative text using NHT technique

Here is the result of the students' pre-test and post-test using numbered head together (NHT) technique class:

Table.4.3 The students' reading comprehension score in Numbered head together (NHT) technique class

No	Name of students	Score (X) Pre-test	X <sup>2</sup>	Classification	Score (X) post-test	X <sup>2</sup>	Classification
1	Syahrul Ramadan	65	4225	Fair	90	8100	Very Good
2	M. Taufik	45	2025	Poor	70	4900	Good
3	Nasrijal	40	1600	Poor	65	4225	Fair
4	M. Fawas Abiyan	50	2500	Poor	80	6400	Very Good
5	Sigit Prayogo yarjo	55	3025	Poor	80	6400	Very Good
6	Nuqri	35	1225	Very poor	60	3600	Fair
7	Rahul	55	3025	Poor	80	6400	Good
8	Muh Sulfira	50	2500	Poor	75	5625	Very Good
9	Muh Abirama	40	1600	Poor	70	4900	Good

10	Muh Rizal	70	4900	Good	90	8100	Very good
11	Ahmad Sulhaj	60	3600	Fair	85	7225	Very Good
12	Muh Yusril	40	1600	Poor	65	4225	Fair
13	M. Ilham	35	1225	Very poor	60	3600	Fair
14	Wahyu Wan	60	3600	Fair	80	6400	Very Good
15	Mogawani	65	4225	Fair	85	7225	Very Good
16	Tiara Rahma R	55	3025	Poor	75	5625	Good
17	Nur Alisah	50	2500	Poor	70	4900	Good
18	Kartina	60	3600	Fair	80	6400	Very Good
19	Hasrina	45	2025	Poor	70	4900	Good
20	Julia	60	3600	Fair	80	6400	Very Good
21	Nur Mutmainnah	60	3600	Fair	80	6400	Very Good
22	Diana sukma W	40	1600	Poor	65	4225	Fair
23	Syifa Aulia S	45	2025	Poor	70	4900	Good
24	Megawati	70	4900	Good	90	8100	Very Good

25	Hamida Halim	55	3025	Poor	80	6400	Very Good
26	Nurul Fatimah	35	1225	Very poor	70	4900	Good
27	Sarina	50	2500	Poor	75	5625	Good
28	Puput Syaharani	55	3025	Poor	80	6400	Very Good
Total score $\sum x$		1.445	77.5		2.120	162.	
			25			500	

*Source : Result of the Test*

**Table. 4.4 Rate Percentage score of the student's pretest and posttest in  
Numbered Head Together (NHT) technique class**

No	Classification	NHT Technique class			
		Pretest		Post-test	
		F	%	F	%
1	Very good	-	-	14	50 %
2	Good	2	7,14 %	9	32,14 %
3	Fair	7	25 %	5	17,86 %
4	Poor	16	57,15 %	-	-
5	Very poor	3	10,71 %	-	-
	Total	28	100 %	28	100 %

On the NHT technique class, it was discovered that most of students were in poor classification on pre-test or about sixteen students (57,15), three students on very poor classification (10,71%) and seven of them was in fair classification (25%). Furthermore, on the post-test was run in the better result, fourteen students succeeded to gain very good classification as the highest score in this technique, while nine students were in the good classification and five students were only in the fair classification or (21,42).

4.1.1.3 Calculation Mean score, deviation standard, and significant difference of the both variable students' reading comprehension by using jigsaw and numbered head together technique.



Mean score of both variables above toward students reading comprehension score by using jigsaw and numbered head together technique would be found by using this formula below:

Mean score of the pre-test:

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

$$X = \frac{1.445}{28}$$

$$X = 51,60$$

Based on the formula above, we have found that the mean score of students reading comprehension on pre-test is 51,60. That was classified into the poor score.

Mean score of the post-test by using jigsaw technique:

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

$$X = \frac{2260}{28}$$

$$X = 80,71$$

Meanwhile, to find out the mean score students reading comprehension by using numbered head together technique, the researcher followed the formula below:

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

$$\bar{x} = \frac{2120}{28}$$

$$\bar{x} = 75,71$$

Calculation of standard deviation

Standard deviation, here, was used to measure confidence in the statistical conclusion. It showed how much variation or dispersion exists from the average or mean score or expected value. A low standard deviation indicates that the data points tend to be very close to the mean. On the other hand, a high standard deviation indicates that the data are spread out over a large range of values.

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{77.525 - \frac{(1.445)^2}{28}}{28 - 1}}$$

$$SD = \sqrt{\frac{77.525 - \frac{2.088.025}{28}}{27}}$$

$$SD = \sqrt{\frac{77.525 - 74572,32}{27}}$$

$$SD = \sqrt{\frac{2952,68}{27}}$$

$$SD = \sqrt{109,35}$$

$$SD = 10,45$$

Thus, the standard deviation of the pre-test is 10,45.

The standard deviation of the post-test by using jigsaw technique:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{184.250 - \frac{(2.260)^2}{28}}{28 - 1}}$$

$$SD = \sqrt{\frac{184.250 - \frac{5.107.600}{28}}{27}}$$

$$SD = \sqrt{\frac{184.250 - 182.414,28}{27}}$$

$$SD = \sqrt{\frac{1835,72}{27}}$$

$$SD = \sqrt{67,98}$$

$$SD = 8,24$$

Thus, the SD of the post-test by using jigsaw is **8,24**

The standard deviation of the post-test by using numbered head together technique:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{162.500 - \frac{(2.120)^2}{28}}{28 - 1}}$$

$$SD = \sqrt{\frac{162.500 - \frac{4.494.400}{28}}{27}}$$

$$SD = \sqrt{\frac{162.500 - 160.514,28}{27}}$$

$$SD = \sqrt{\frac{1985,72}{27}}$$

$$SD = \sqrt{73,54}$$

$$SD = 8,57$$

Thus, the SD of the post-test by using numbered head together technique is **8,57**

Table .4.5 The Mean Score and Standard Deviation of the Pre-test and Post-test Both of Technique

Class		N	Mean	Std. Deviation
Pre-Test	First Experimental	28	51,60	10,45
	Second Experimental	28	51,60	10,45
Post-Test	First Experimental	28	80,71	8,24
	Second experimental	28	75,71	8,57

After calculating the result of the students' pre-test and post-test, the mean and standard deviation of both groups are presented in the table which the data was analyzed quantitatively. The table above shows that the mean score of pre-test first experimental class and the second experimental class was 51,60 and raised up to 80,71 on post-test in first experimental class, meanwhile in the second experimental class raised up to 75,71. Besides, the standard deviation of the second experimental class on post-test was narrow than the first experimental class from (8,24 < 8,57). Comparing the means score, it derived into the conclusion that the first experimental class or jigsaw technique had a better result than students in the second experimental class which was taught by numbered head together technique.

After find out the mean score and standard deviation of the variable, the writer would tabulate result in the formula below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{80,71 - 75,71}{\sqrt{\left(\frac{2.260 + 2.120}{28 + 28 - 2}\right)\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$t = \frac{5}{\sqrt{\left(\frac{4.480}{54}\right)\left(\frac{2}{28}\right)}}$$

$$t = \frac{5}{\sqrt{\left(\frac{8760}{1.512}\right)}}$$

$$t = \frac{5}{\sqrt{5,79}}$$

$$t = \frac{5}{2,40}$$

$$t = 2,083$$

Thus, the t-test value is 2,083 and it would compare with t-table which two-tailed test (2-tailed) with significance 5% where the researcher compared the result of students' reading comprehension between using jigsaw and numbered head together technique.

#### 4.1.2 Hypothesis Testing

To find out the degree of freedom (df) the researcher used the following formula:

$$Df = N-1$$

$$= 28-1$$

$$= 27$$

$$Df \text{ with significance } (0,05) = 2,052$$

For the level significant (p) 5% and  $df = 27$ , and the value of the table is 2,052, while the value of the t-test is 2,083. It means that the t-test value is higher than t-table ( $2,083 > 2,052$ ). Thus, it can be concluded that the students' reading comprehension through jigsaw and numbered head together (NHT) technique are significantly better after getting the treatment. So, based on the result above ( $H_a$ ) or alternative hypothesis is accepted and ( $H_o$ ) or null hypothesis is rejected.

Table 4.6 the test of significance

Variable	T-test	T-table value
Post-test EC1– Post-test EC2	2,083	2,052

The data above showed that the value of the t-test was higher than the t-table value. It indicated that there was a significant difference between the result students' post-test.

#### 4.2 Discussions

In this research, both of first experimental class or jigsaw technique and second experimental class or numbered head together technique had a different result toward

students' reading comprehension, which focused on narrative text story in reading, here is the following result:

#### 4.2.1 The Implementation of Jigsaw and Numbered Head Together (NHT) Technique toward Students' Reading Comprehension

At the first on Saturday, May 5<sup>th</sup>, 2018, before giving a treatment, the students did the pre-test. It aimed to know students' skills before getting a treatment. The step of this test was the researcher starts to introduce herself and deliver her purpose to do this research to take the students attention and it made the students interest to do the next instruction of the researcher as well. After that, the researcher distributed the test to all students and asked the students to answer the question on the paper base on their pure knowledge about reading comprehension. In this case, the researcher checked the students' test at home.

In the first meeting on Monday, May 7<sup>th</sup>, 2018, the researcher gave greeting and motivation story about the important of English as an international language to the students before teaching process at the class. Then the researcher gave back the students' paper that has been any correction in it in order to they know their fault. Most of students got the lower score to comprehending the story. They also had some error in recognizing the main idea of the text. Then, the researcher explained to the students' the correct of their errors they have made. The students have a chance to give some question based on their reading comprehension. After that directly the researcher introduced the material about the narrative text, explained the procedure of the first technique, and how to identify the main idea of the text as well. Then, the researcher



gave the opportunity to the students to ask about what less they understand. Next, the researcher divided the student into some groups by seeing the attended list. After that, the students sat with their group and gave them a cut of story one by one then discussed based on the procedure that has been delivered by the researcher. At this meeting, some of students hard to find the main idea because they do not know some meaning of vocabulary of the story but it helped with the expert group and they shared what they knew each other.

On Saturday, May 12<sup>nd</sup>, 2018 was the second meeting for the first technique, the researcher reviewed the first meeting material. The researcher gave the texts to every student in a group that has been separated and they continued to find the main idea and comprehend the text like what they did in the first meeting. Then, answer the question in the last of this meeting orally.

On Monday, May 15<sup>th</sup>, 2018. Was the third meeting for the first technique. The researcher gave the story to motivate the students before learning. After that, the researcher asked the students about the material were given in the first and second meeting. And then the researcher continued to divide the students into groups and give a cut of the story for every student in the group and it was running in a fun way where students could follow the material well. When the students did their assignment the researcher around the class to see students' work.

On Monday, May 15<sup>th</sup>, 2018, After giving three times treatment at the class, the researcher gave a post-test to the students likes what they did on pre-test with a different story but it has a same level of difficulty. The researcher did the post-test to know a change after doing a treatment.

On Monday, Mei 21<sup>st</sup>, 2018. Was the First meeting for the second technique. The researcher opened the class, gave some motivation, and introduced the procedure of numbered head together (NHT) technique to the students. After the students understood, the researcher divided the students into some group randomly. Then, the researcher gave the texts to every student in a group and mention some questions to the class. The students put their head together and discussed to find the best answer and comprehend the text with their team on group. When the students were doing their assignment the researcher around the class to help the students what is less students know. However, some of them still did not understand well how to identify the main idea and comprehend the text. It was shown when one of a number of member group was pointed randomly to answer the question. Before the meeting over, the researcher asked the student's difficulties in comprehending the story of the text.

On Saturday, May 26<sup>th</sup>, 2018 was the second meeting. The researcher asked some students about the material were given at the previous meeting. This meeting was enjoyable because giving a game before learning process. After that, the researcher divided the students into groups and then the researcher gave to every group texts that the students have to comprehend the story of the text. Next, the researcher gave some questions like she did on first meeting. The researcher asked the student's difficulties in comprehending the story. After students answered the question, the group who has higher score got an appreciation.

On Monday, May 28<sup>th</sup>, 2018 was the third meeting, the researcher reviewed the materials were given at the previous meeting. In this meeting were running well because of students more ready to get the material and more adapt with this technique as well. After that, the researcher gave the texts to every group and discussed with their

group to comprehend the text. Next, the researcher asked some question and student put their head together. The students that was pointed has to answer that question.

In the last, the researcher gave a post-test for the second technique to see a result after giving a treatment for both technique on Tuesday, May 29<sup>th</sup>, 2018. The students are given a paper test to answer it based on their knowledge after treatment. In this, the researcher did not give back the students' paper again. It aimed to know whether this treatment has an impact or not.

From the first meeting until the last meeting both techniques, the implementation of jigsaw and numbered head together (NHT) as a technique changed classroom situation more active in class and make students can share their knowledge with their group. Although in the learning process, some of the students have less of vocabulary, the students helped by their friends as long as the process of learning to comprehend the text through both techniques. Every meeting for both technique students got a different story. It was hoped to make the students' can comprehend the text when reading a new story. In conclusion, both of technique has an impact for student comprehend the story better especially in narrative text.

#### 4.2.2 Students' Reading Comprehension in Jigsaw Technique

On students reading comprehension through jigsaw technique found that students were better to analyze narrative text. It means this technique was effective to develop students reading comprehension. It was shown by the result of the mean score of pre-test was 51,60 and then it was higher in post-test with 80,71.

#### 4.2.3 Students' Reading Comprehension in Numbered Head Together (NHT) technique

Numbered head together (NHT) technique was successfully developing a student's reading comprehension, especially in narrative text. It was proved by the

comparison of mean score pre-test and post-test was just about 51,60 and then it better in post-test with 75,71.

#### 4.2.4 The Comparison Both of Technique toward Reading Comprehension

The comparison both jigsaw and numbered head together (NHT) technique toward reading comprehension focused on narrative text based on the researcher had found might be compared on the four points, they were:

Firstly, the use of jigsaw technique it could be used to make students responsible for their own task and understand the material in a short time because the material had been divided into some paragraph. Meanwhile, in the numbered head together (NHT) technique students directly put their head together to discuss with their friend's group about all the material to comprehend the text without an expert group.

Secondly, students' reading comprehension of both techniques were also different from each other. Reading comprehension in jigsaw technique only come after a long process in the expert group. Thus, most of the students can comprehend the paragraph that they were gotten because they discussed and shared with their expert group, then back to teach their real group what they got. On the other hand, reading comprehension in numbered head together (NHT) technique was just discussed all of the text based on a question on their group together. Thus, discussed may often occur between students but it could not improve them better when one of a member of their group does not follow the discussion well.

Thirdly, it may compare for it ways to make students comprehend the text. Most of the students in jigsaw technique were easier to comprehend the text because all of the students become expert in a group for every paragraph, then shared to their member of the real group each other with their own language. On the other side, in numbered

head together (NHT) technique was found that students can comprehend the text on direct discussion together even though sometimes some of the students on the group did not pay attention well on the text when their group discussed it the text.

The fourth points were about how these techniques treated the students who made some error when they comprehend the text. In jigsaw technique, every student can give any correction because they focus on a paragraph and shared what they knew when there were mistakes on the discussion on expert group. So, when they back to their real group students can teach their friend on group well. On the other side, in numbered head together (NHT) technique most of them could comprehend the text but make a mistake more than in jigsaw technique cause there was no expert group.

#### 4.2.5 The comparison of the result both of technique

Comparing the result of jigsaw technique class and numbered head together (NHT) technique class was found that the interval of the mean pre-test and post-test of jigsaw technique class was better than numbered head together (NHT) technique class. The interval mean score of jigsaw technique was (pre-test – post-test : 51,60 - 80,71) while numbered head together (NHT) technique was only (pre-test – post-test : 51,60 – 75,71).

#### 4.2.6 Hypothesis accepted

Based on the comparison of t-table and t-test declares that  $t\text{-test} > t\text{-table}$  ( $2,083 > 2,052$ ), thus ( $H_a$ ) was accepted and ( $H_o$ ) was rejected. It means there was any significant difference between using jigsaw technique class and numbered head together technique (NHT) technique toward students' reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the result of the analysis of data post-test, there is a significant difference between students' reading comprehension in the first experimental class which was taught by using jigsaw technique and the second experimental class which was taught by using numbered head together (NHT) technique.

Furthermore, the average score of the first experimental class which applied jigsaw technique is higher than the average score of the second experimental class which used numbered head together technique. It can be seen the mean score of post-test both techniques toward students' reading comprehension are 84,82 for jigsaw and 79,64 for numbered head together (NHT).

From this research, the researcher highlights that the popular cooperative learning method can become students' needs in comprehending text, especially jigsaw, and numbered head together (NHT) technique. This technique does not only help students raise their comprehension up but also builds students' mental abilities to share knowledge with their friends and take responsibility for their group as well.

#### 5.2 Suggestion

Based on the findings of the research, the research would like to put forward some suggestion such as:

5.2.1 It is suggested to the English teacher of MAN Pinrang to maximize improve vocabulary of their students because some of the students' vocabulary still less and cannot comprehend the text.

5.2.2 The teacher should be aware of the students' condition nowadays by having the knowledge of various method or technique in teaching and learning.

5.2.3 The teachers are expected to be creative to motivate their students to read.

5.2.4 Considering conclusion above, it suggested to English teacher to use Jigsaw technique in teaching reading.



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## APPENDIX 1. Students Score of Pre-Test and Post-Test in Jigsaw Class

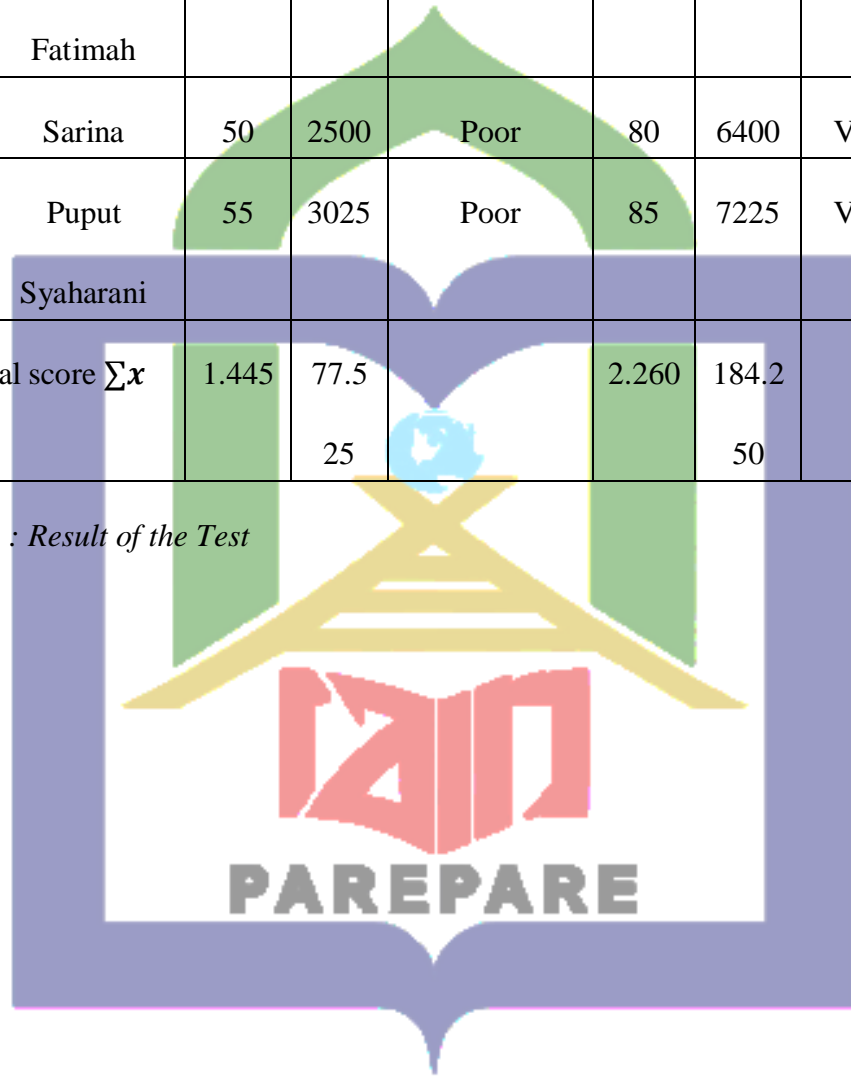
## 4.1 The students' score in pre-test and post-test by using jigsaw technique

No	Name of students	Score (X) Pre-test	X <sup>2</sup>	classification	Score (X) post-test	X <sup>2</sup>	classification
1	Syahrul Ramadan	65	4225	Fair	85	7225	Very Good
2	M. Taufik	45	2025	Poor	80	6400	Very Good
3	Nasrijal	40	1600	Poor	75	5625	Good
4	M. Fawas Abiyan	50	2500	Poor	80	6400	Very Good
5	Sigit Prayogo yarjo	55	3025	Poor	85	7225	Very Good
6	Nuqri	35	1225	Very poor	65	4225	Fair
7	Rahul	55	3025	Poor	80	6400	Very Good
8	Muh Sulfira	50	2500	Poor	80	6400	Good
9	Muh Abirama	40	1600	Poor	75	5625	Good

10	Muh Rizal	70	4900	Good	95	9025	Very good
11	Ahmad Sulhaj	60	3600	Fair	85	7225	Very Good
12	Muh Yusril	40	1600	Poor	75	5625	Good
13	M. Ilham	35	1225	Very poor	65	4225	Fair
14	Wahyu Wan	60	3600	Fair	85	7225	Very Good
15	Mogawani	65	4225	Fair	90	8100	Very Good
16	Tiara Rahma R	55	3025	Poor	85	7225	Very Good
17	Nur Alisah	50	2500	Poor	80	6400	Very Good
18	Kartina	60	3600	Fair	90	8100	Very Good
19	Hasrina	45	2025	Poor	75	5625	Good
20	Julia	60	3600	Fair	85	7225	Very Good
21	Nur Mutmainnah	60	3600	Fair	90	8100	Very Good
22	Diana sukma W	40	1600	Poor	75	5625	Good
23	Syifa Aulia S	45	2025	Poor	70	4900	Good
24	Megawati	70	4900	Good	95	9025	Very Good

25	Hamida Halim	55	3025	Poor	85	7225	Very Good
26	Nurul Fatimah	35	1225	Very poor	65	4225	Fair
27	Sarina	50	2500	Poor	80	6400	Very Good
28	Puput Syaharani	55	3025	Poor	85	7225	Very Good
Total score $\sum x$		1.445	77.5		2.260	184.2	
			25			50	

Source : Result of the Test



## APPENDIX 2. Students Score of Pre-Test and Post-Test in NHT Class

Table.4.3 The students' reading comprehension score in Numbered head together (NHT) technique class

No	Name of students	Score (X) Pre-test	X <sup>2</sup>	Classification	Score (X) post-test	X <sup>2</sup>	Classification
1	Syahrul Ramadan	65	4225	Fair	90	8100	Very Good
2	M. Taufik	45	2025	Poor	70	4900	Good
3	Nasrijal	40	1600	Poor	65	4225	Fair
4	M. Fawas Abiyan	50	2500	Poor	80	6400	Very Good
5	Sigit Prayogo yarjo	55	3025	Poor	80	6400	Very Good
6	Nuqri	35	1225	Very poor	60	3600	Fair
7	Rahul	55	3025	Poor	80	6400	Good
8	Muh Sulfira	50	2500	Poor	75	5625	Very Good

9	Muh Abirama	40	1600	Poor	70	4900	Good
10	Muh Rizal	70	4900	Good	90	8100	Very good
11	Ahmad Sulhaj	60	3600	Fair	85	7225	Very Good
12	Muh Yusril	40	1600	Poor	65	4225	Fair
13	M. Ilham	35	1225	Very poor	60	3600	Fair
14	Wahyu Wan	60	3600	Fair	80	6400	Very Good
15	Mogawani	65	4225	Fair	85	7225	Very Good
16	Tiara Rahma R	55	3025	Poor	75	5625	Good
17	Nur Alisah	50	2500	Poor	70	4900	Good
18	Kartina	60	3600	Fair	80	6400	Very Good
19	Hasrina	45	2025	Poor	70	4900	Good
20	Julia	60	3600	Fair	80	6400	Very Good
21	Nur Mutmainnah	60	3600	Fair	80	6400	Very Good
22	Diana sukma W	40	1600	Poor	65	4225	Fair

23	Syifa Aulia S	45	2025	Poor	70	4900	Good
24	Megawati	70	4900	Good	90	8100	Very Good
25	Hamida Halim	55	3025	Poor	80	6400	Very Good
26	Nurul Fatimah	35	1225	Very poor	70	4900	Good
27	Sarina	50	2500	Poor	75	5625	Good
28	Puput Syaharani	55	3025	Poor	80	6400	Very Good
Total score $\sum x$		1.445	77.5		2.120	162.	
			25			500	

Source : Result of the Test



## APPENDIX 3. T-Test value

Calculation the T-test value

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{80,71 - 75,71}{\sqrt{\left(\frac{2.260 + 2.120}{28 + 28 - 2}\right) \left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$t = \frac{5}{\sqrt{\left(\frac{4.480}{54}\right) \left(\frac{2}{28}\right)}}$$

$$t = \frac{5}{\sqrt{\left(\frac{8760}{1.512}\right)}}$$

$$t = \frac{5}{\sqrt{5,79}}$$

$$t = \frac{5}{2,40}$$

$$t = 2,083$$



## APPENDIX 4 Instrument of Pre-test

**PRE TEST**

NAME :

CLASS :

*Read carefully the text and answer the questions below!***PINNOCCCHIO**

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 given the puppet name was Pinocchio. But 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 of 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. Then, he studied at an elementary school.

One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came in the home, Geppetto asked him. He said that he was in 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 kidnaped by the owner of the 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, a 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. Later on, he searched Geppetto in the sea. He got the same accident as Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. At the end of the story, they went home together and lived happily ever after. (*British Course, "Narrative Text Pinocchio,"* <http://britishcourse.com/contoh-narrative-text-pinocchio-beserta-terjemahannya.php>. (assessed on 02 april 2018))

❖ QUESTIONS

✚ True or False

*"Give (T) if the statement is correct and give (F) if the statement is incorrect"*

- \_\_\_ 1. Gappetto was the name of the puppeteer.
- \_\_\_ 2. He lived with his wife in a village.
- \_\_\_ 3. He made a puppet in order not to be lonely.
- \_\_\_ 4. He has many sons.
- \_\_\_ 5. His puppet name is Pinocchio.
- \_\_\_ 6. Pinocchio has a longer nose.
- \_\_\_ 7. Pinocchio was a slave for the circus.
- \_\_\_ 8. When he awoke, he was at the home.
- \_\_\_ 9. Pinocchio and Gappeto have the same accident.
- \_\_\_ 10. He lived happily at the end of the story.

## Multiple choices

11. How many characters take part in the story?
- a. one  
b. two  
c. three  
d. four
12. Who are they?
- a. Gappetto  
b. Gappetto and Pinnochio  
c. Gappetto, Pinnochio, and owner of the circus  
d. Gappetto, Pinnochio, owner of the circus, and a whale
13. Why did the puppeteer feel lonely?
- a. because he didn't have a son.  
b. because his wife passed away  
c. because his puppet cannot talk  
d. because his puppet cannot walk
14. What did the puppeteer do in the night?
- a. he make a puppet  
b. he prayed to god  
c. he spoke with himself  
d. he slept at a room
15. What did the puppeteer feel when Pinnochio was alive?
- a. he was happy  
b. he was surprised  
c. he was sad  
d. he was scared
16. Why did pinnochio go home late?
- a. because he felt sad  
b. because he want it  
c. because he felt worried  
d. because he felt bored

17. What did happened with pinnochio when he lied?
- a. he over laughed  
b. his nose became longer  
c. his mouth was closed  
d. he was cried
18. Who did kidnaped by owner of circus?
- a. Gappetto  
b. Pinnochio's friend  
c. Pinnochio  
d. Gappetto's wife
19. Why did Gappetto feel worry about pinnochio?
- a. because pinnocchio was kidnaped  
b. because pinnochio had not been going home  
c. because pinnochio was in whale's stomach  
d. because pinnochio's nose was longer
20. Did they lived happily ever after?
- a. yes  
b. no  
c. yes, they did  
d. no, they didn't

*GOOD LUCK AND BE THE HONEST STUDENT ©*

**PAREPARE**

## APPENDIX 5 Lesson Plan

<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
<b>I. IDENTITAS</b>	
SEKOLAH	: MAN PINRANG
MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: XI IPS 2 / 2
ASPEK/SKILL	: Reading Skill
JENIS TEKS	: Narrative text.
TEMA	: Valuable Story
ALOKASI WAKTU	: 2 x 40 menit
PERTEMUAN	: Pertama
MODEL PEMBELAJARAN	: Jigsaw Technique
Standar Kompetensi	
	- Memahami makna teks esei pendek sederhana berbentuk <i>narrative text</i> yang berkaitan dalam konteks kehidupan sehari-hari
Kompetensi Dasar	
	- Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, dan lancar.
Indikator	
	- Peserta didik mampu mengidentifikasi main idea dalam cerita yang dibaca.
	- Peserta didik mampu mengidentifikasi informasi dalam teks yang dibaca.

- Peserta didik mampu mengidentifikasi makna kata sulit yang terdapat dalam teks yang dibaca.

## II. MATERI PEMBELAJARAN

- Pengertian Reading Comprehension

“Reading comprehension is an active process to decode and to construct the meaning or the message that the author or writer wishes to communicate through the text by using the prior knowledge.”

- Tujuan Reading Comprehension

“The purpose of reading is used to search information, to write, and to give any critique about the contents of the text or reading material.”

- Tema Reading Teks

### ❖ Pinocchio

#### **Pinocchio**

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 given the puppet name was Pinocchio. But 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 of 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. Then, he studied at an elementary school.

One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came in the home, Geppetto asked him. He said that he was in 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 kidnaped by the owner of the 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, a 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. Later on, he searched Geppetto in the sea. He got the same accident as Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. At the end of the story, they went home together and lived happily ever after.

### III. METODE PEMBELAJARAN

- Diskusi
- Tanya jawab

### IV. LANGKAH-LANGKAH KEGIATAN

RPP 1 Jigsaw Technique

No	Tahapan kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	☞ Salam dan tegur sapa. ☞ Menyiapkan proses pembelajaran (berdoa, mengecek kehadiran siswa).	15 menit

		<ul style="list-style-type: none"> <li>☞ Memberikan motivasi kepada peserta didik sebelum melaksanakan proses pembelajaran.</li> <li>☞ Menyampaikan kepada peserta didik tujuan pembelajaran.</li> </ul>	
2.	Kegiatan Inti	<ul style="list-style-type: none"> <li>☞ Pendidik memberikan penjelasan secara singkat dan jelas tentang Jigsaw technique yang akan digunakan dalam proses pembelajaran.</li> <li>☞ Pendidik membagi kelompok dan setiap kelompok terdiri atas 3-5 orang.</li> <li>☞ Pendidik memberikan sebuah teks cerita berbahasa Inggris yang telah dibagi dalam beberapa sub bab (bagian) yang berbeda kepada setiap orang dalam kelompok.</li> <li>☞ Pendidik mengarahkan peserta didik untuk membaca sub bab yang</li> </ul>	55 menit



		<p>ditugaskan dan bertanggung jawab untuk mempelajarinya.</p> <ul style="list-style-type: none"> <li>☞ Pendidik mengarahkan peserta didik untuk membentuk kelompok baru dari kelompok yang berbeda dengan sub bab yang sama (kelompok ahli)</li> <li>☞ Pendidik mengarahkan kelompok ahli untuk berdiskusi dan memahami sub babnya kemudian kembali ke kelompok asalnya untuk mengajar teman-temannya.</li> <li>☞ Pendidik mengajukan beberapa pertanyaan yang mencakup semua topic permasalahan yang telah didiskusikan.</li> </ul>	
3.	Kegiatan Penutup	<ul style="list-style-type: none"> <li>☞ Pendidik menanyakan kesulitan siswa selama mengikuti pelajaran.</li> <li>☞ melakukan penilaian dan/atau refleksi terhadap</li> </ul>	10 menit

		<p>kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <ul style="list-style-type: none"> <li>☞ pendidik menyampaikan hasil pembelajaran peserta didik.</li> <li>☞ Pendidik menutup pembelajaran dan memberi salam.</li> </ul>	
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#### V. SUMBER, ALAT PEMBELAJARAN

- Teks bahasa Inggris
- Papan tulis, spidol dan jenis teks tentang materi

#### VI. PENILAIAN

- Teknik : Tes Tertulis
- Bentuk : Tertulis

Parepare, 6 maret 2018

Peneliti

RISMAYANI.A

14.1300.055

<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
<b>I. IDENTITAS</b>	
SEKOLAH	: MAN PINRANG
MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: XI IPS 2 / 2
ASPEK/SKILL	: Reading Skill
JENIS TEKS	: Narrative text.
TEMA	: Valuable Story
ALOKASI WAKTU	: 2 x 40 menit
PERTEMUAN	: Kedua
MODEL PEMBELAJARAN	: Jigsaw Technique
Standar Kompetensi	<ul style="list-style-type: none"> <li>- Memahami makna teks esei pendek sederhana berbentuk <i>narrative text</i> yang berkaitan dalam konteks kehidupan sehari-hari.</li> </ul>
Kompetensi Dasar	<ul style="list-style-type: none"> <li>- Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar.</li> </ul>
Indikator	<ul style="list-style-type: none"> <li>- Peserta didik mampu mengidentifikasi main idea dalam cerita yang dibaca.</li> <li>- Peserta didik mampu mengidentifikasi informasi dalam teks yang dibaca.</li> <li>- Peserta didik mampu mengidentifikasi makna kata sulit yang terdapat dalam teks yang dibaca.</li> </ul>
<b>II. MATERI PEMBELAJARAN</b>	
	<ul style="list-style-type: none"> <li>- Tema Reading Teks</li> </ul>

## ❖ A The Ant and the Dove

**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.

**III. METODE PEMBELAJARAN**

- Diskusi
- Tanya jawab

**IV. LANGKAH-LANGKAH KEGIATAN**

No	Tahapan kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	☞ Salam dan tegur sapa. ☞ Menyiapkan proses pembelajaran (berdoa, mengecek kehadiran siswa).	15 menit

		<ul style="list-style-type: none"> <li>☞ Memberikan motivasi kepada peserta didik sebelum melaksanakan proses pembelajaran.</li> <li>☞ Menyampaikan kepada peserta didik tujuan pembelajaran.</li> </ul>	
2.	Kegiatan Inti	<ul style="list-style-type: none"> <li>☞ Pendidik memberikan penjelasan secara singkat dan jelas tentang Jigsaw technique yang akan digunakan dalam proses pembelajaran.</li> <li>☞ Pendidik membagi kelompok dan setiap kelompok terdiri atas 3-5 orang.</li> <li>☞ Pendidik memberikan sebuah teks cerita berbahasa Inggris yang telah dibagi dalam beberapa sub bab (bagian) yang berbeda kepada setiap orang dalam kelompok.</li> <li>☞ Pendidik mengarahkan peserta didik untuk membaca sub bab yang</li> </ul>	55 menit

		<p>ditugaskan dan bertanggung jawab untuk mempelajarinya.</p> <ul style="list-style-type: none"> <li>☞ Pendidik mengarahkan peserta didik untuk membentuk kelompok baru dari kelompok yang berbeda dengan sub bab yang sama (kelompok ahli)</li> <li>☞ Pendidik mengarahkan kelompok ahli untuk berdiskusi dan memahami sub babnya kemudian kembali ke kelompok asalnya untuk mengajar teman-temannya.</li> <li>☞ Pendidik mengajukan beberapa pertanyaan yang mencakup semua topic permasalahan yang telah didiskusikan.</li> </ul>	
3.	Kegiatan Penutup	<ul style="list-style-type: none"> <li>☞ Pendidik menanyakan kesulitan siswa selama mengikuti pelajaran.</li> <li>☞ melakukan penilaian dan/atau refleksi terhadap</li> </ul>	10 menit

		<p>kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <ul style="list-style-type: none"> <li>☞ pendidik menyampaikan hasil pembelajaran peserta didik.</li> <li>☞ Pendidik menutup pembelajaran dan memberi salam.</li> </ul>	
<p><b>V. SUMBER, ALAT PEMBELAJARAN</b></p> <ul style="list-style-type: none"> <li>- Teks bahasa Inggris</li> <li>- Papan tulis, spidol dan jenis teks tentang materi</li> </ul>			

**VI. PENILAIAN**

- Teknik : Tes Tertulis
- - Bentuk : Tertulis

Parepare, 6 maret 2018

**Peneliti**

**RISMA YANLA**

**14.1300.055**

<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
<b>I. IDENTITAS</b>	
SEKOLAH	: MAN PINRANG
MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: XI IPS 2 / 2
ASPEK/SKILL	: Reading Skill
JENIS TEKS	: Narrative text.
TEMA	: Valuable Story
ALOKASI WAKTU	: 2 x 40 menit
PERTEMUAN	: Ketiga
MODEL PEMBELAJARAN	: Jigsaw Technique
Standar Kompetensi	
	- Memahami makna teks esei pendek sederhana berbentuk <i>narrative text</i> yang berkaitan dalam konteks kehidupan sehari-hari.
Kompetensi Dasar	
	- Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, dan lancar.
Indikator	
	- Peserta didik mampu mengidentifikasi main idea dalam cerita yang dibaca.



- Peserta didik mampu mengidentifikasi informasi dalam teks yang dibaca.
- Peserta didik mampu mengidentifikasi makna kata sulit yang terdapat dalam teks yang dibaca.

## II. MATERI PEMBELAJARAN

- Tema Reading Teks

### A Donkey and a Lapdog

Once upon a time, there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately, the donkey was not satisfied with his condition."

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!" the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying."

"Now I'll sit on his lap!" said the donkey, and he put his hooves up on the master's chair. "Help! Save me from this mad beast!" the terrified farmer bellowed. Then his servants came running and, with shouts and blows, drove the donkey back to the stable. "I supposed I'm a fine donkey," the donkey lamented, "but I'll never be a lapdog!"

<p><b>III. METODE PEMBELAJARAN</b></p> <ul style="list-style-type: none"> <li>- Diskusi</li> <li>- Tanya jawab</li> </ul>
<p><b>IV. LANGKAH-LANGKAH KEGIATAN</b></p>

No	Tahap Kegiatan	Uraian Kegiatan	waktu
1.	Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>☞ Salam dan tegur sapa.</li> <li>☞ Menyiapkan proses pembelajaran (berdoa, mengecek kehadiran siswa).</li> <li>☞ Memberikan motivasi kepada peserta didik sebelum melaksanakan proses pembelajaran.</li> <li>☞ Menyampaikan kepada peserta didik tujuan pembelajaran.</li> </ul>	15 menit
2.	Kegiatan Inti	<ul style="list-style-type: none"> <li>☞ Pendidik memberikan penjelasan secara singkat dan jelas tentang Jigsaw technique yang akan digunakan dalam proses pembelajaran.</li> </ul>	55 menit

	<ul style="list-style-type: none"><li>☞ Pendidik membagi kelompok dan setiap kelompok terdiri atas 3-5 orang.</li><li>☞ Pendidik memberikan sebuah teks cerita berbahasa Inggris yang telah dibagi dalam beberapa sub bab (bagian) yang berbeda kepada setiap orang dalam kelompok.</li><li>☞ Pendidik mengarahkan peserta didik untuk membaca sub bab yang ditugaskan dan bertanggung jawab untuk mempelajarinya.</li><li>☞ Pendidik mengarahkan peserta didik untuk membentuk kelompok baru dari kelompok yang berbeda dengan sub bab yang sama (kelompok ahli)</li><li>☞ Pendidik mengarahkan kelompok ahli untuk berdiskusi dan</li></ul>	
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		<p>memahami sub babnya kemudian kembali ke kelompok asalnya untuk mengajar teman-temannya.</p> <p>☞ Pendidik mengajukan beberapa pertanyaan yang mencakup semua topic permasalahan yang telah didiskusikan.</p>	
3.	Kegiatan Penutup	<p>☞ Pendidik menanyakan kesulitan siswa selama mengikuti pelajaran.</p> <p>☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</p> <p>☞ pendidik menyampaikan hasil pembelajaran peserta didik.</p> <p>☞ Pendidik menutup pembelajaran dan memberi salam.</p>	10 menit

#### V. SUMBER, ALAT PEMBELAJARAN

- Teks bahasa Inggris
- Papan tulis, spidol dan jenis teks tentang materi

## VI. PENILAIAN

- Teknik : Tes Tertulis
- - Bentuk : Tertulis

Parepare, 6 maret 2018

Peneliti

RISMA YANLA

14.1300.055



<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
<b>I. IDENTITAS</b>	
SEKOLAH	: MAN PINRANG
MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: XI IPS 2 / 2
ASPEK/SKILL	: Reading Skill
JENIS TEKS	: Narrative text.
TEMA	: Valuable Story
ALOKASI WAKTU	: 2 x 40
PERTEMUAN	: Pertama
MODEL PEMBELAJARAN	: Numbered Head Together Technique
Standar Kompetensi	
<ul style="list-style-type: none"> <li>- Memahami makna teks esei pendek sederhana berbentuk <i>narrative text</i> yang berkaitan dalam konteks kehidupan sehari-hari.</li> </ul>	
Kompetensi Dasar	
<ul style="list-style-type: none"> <li>- Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar.</li> </ul>	

### Indikator

- Peserta didik mampu mengidentifikasi main idea dalam cerita yang dibaca.
- Peserta didik mampu mengidentifikasi informasi dalam teks yang dibaca.
- Peserta didik mampu mengidentifikasi makna kata sulit yang terdapat dalam teks yang dibaca.
- Peserta didik mampu menuliskan kesimpulan dalam cerita yang telah dibaca.

### II. MATERI PEMBELAJARAN

- Pengertian Reading Comprehension  
 “Reading comprehension is an active process to decode and to construct the meaning or the message that the author or writer wishes to communicate through the text by using the prior knowledge.”
- Tujuan Reading Comprehension  
 “The purpose of reading is used to search information, to write, and to give any critique about the contents of the text or reading material.”
- Tema Reading Teks

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw.

“What a tasty meal!” he said

“Mr. Lion, king of the forest,” cried the rat, “please have a pity on me. I’m too small to make a good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “How can you ever repay me?”

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had fallen into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. “Mr. Rat, he called out, “please jump down and help me.”

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

“Mr. Lion,” said the rat, “yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you never forget that, although you are big and strong, even someone as small as I can help you.

### III. METODE PEMBELAJARAN

- Diskusi
- Tanya jawab

### IV. LANGKAH-LANGKAH KEGIATAN

Lesson Plan/RPP NHT Technique

NO	Tahapan kegiatan	Uraian Kegiatan	Alokasi Waktu
1.	Kegiatan Pendahuluan	☞ Salam dan tegur sapa. ☞ Menyiapkan proses pembelajaran (berdoa, mengecek kehadiran siswa).	15 Menit



		<ul style="list-style-type: none"> <li>☞ Memberikan motivasi kepada peserta didik sebelum melaksanakan proses pembelajaran.</li> <li>☞ Menyampaikan kepada peserta didik tujuan pembelajaran.</li> </ul>	
2.	Kegiatan Inti	<ul style="list-style-type: none"> <li>☞ Pendidik memberikan penjelasan secara singkat dan jelas tentang Numbered Head Together technique yang akan digunakan dalam proses pembelajaran.</li> <li>☞ Pendidik membagi kelompok dan setiap kelompok terdiri atas 3-5 orang.</li> <li>☞ Pendidik memberi nomor kepada masing-masing siswa dan nama tipe kelompok yang berbeda.</li> <li>☞ Pendidik memberikan sebuah teks cerita berbahasa Inggris.</li> <li>☞ Pendidik menyuruh setiap kelompok membaca dan memahami cerita tersebut.</li> </ul>	55 menit

		<ul style="list-style-type: none"> <li>☞ Pendidik mengajukan satu beberapa pertanyaan dengan memanggil salah satu nomor siswa secara acak, kemudian nomor yang dipanggil mengangkat tangannya dan menjawab pertanyaan sesuai dengan hasil kerjasama dengan anggota kelompoknya kepada seluruh siswa dikelas.</li> </ul>	
3.	Kegiatan Penutup	<ul style="list-style-type: none"> <li>☞ Pendidik menanyakan kesulitan siswa selama mengikuti pelajaran.</li> <li>☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>☞ pendidik menyampaikan hasil pembelajaran peserta didik dan memberikan apresiasi.</li> <li>☞ Pendidik menutup pembelajaran dan memberi salam.</li> </ul>	10 menit

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## V. SUMBER, ALAT PEMBELAJARAN

- Teks bahasa Inggris
- Internet
- Papan tulis, spidol dan jenis teks tentang materi.

## VI. PENILAIAN

- Teknik : Tes Tertulis
- Bentuk : Tertulis

Parepare, 6 maret 2018

Peneliti

RISMAYANI. A

14.1300.055



<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
<b>I. IDENTITAS</b>	
SEKOLAH	: MAN PINRANG
MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: XI IPS 2 / 2
ASPEK/SKILL	: Reading Skill
JENIS TEKS	: Narrative text.
TEMA	: Valuable Story
ALOKASI WAKTU	: 2 x 40
PERTEMUAN	: Kedua
MODEL PEMBELAJARAN	: Numbered Head Together Technique
Standar Kompetensi	<ul style="list-style-type: none"> <li>- Memahami makna teks esei pendek sederhana berbentuk <i>narrative text</i> yang berkaitan dalam konteks kehidupan sehari-hari.</li> </ul>
Kompetensi Dasar	<ul style="list-style-type: none"> <li>- Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, dan lancar.</li> </ul>
Indikator	

- Peserta didik mampu mengidentifikasi main idea dalam cerita yang dibaca.
- Peserta didik mampu mengidentifikasi informasi dalam teks yang dibaca.
- Peserta didik mampu mengidentifikasi makna kata sulit yang terdapat dalam teks yang dibaca.

## II. MATERI PEMBELAJARAN

- Tema Reading Text

- ❖ The greedy Monkeys

### The greedy monkeys

A family of monkeys lived in a forest in south China. They often came out to play. They liked to drink wine and wear red shoes. A hunter knew they lived in the forest and wanted to catch them. The monkeys were very clever, they always ran away when they saw him coming.

One day, the monkeys were all playing together. Suddenly one of them thought he could smell some wine. "Ai-yaah! What a lovely smell! Where is it coming from?" he cried. The monkeys soon found that it was coming from a large jar at the side of the path. There were several pairs of red shoes also next to the jar. The leader of the monkeys said, "We must be careful. I'm sure the hunter is playing a trick on us." Another monkey asked, "Why should he place such beautiful shoes by the side of the jar?" As he spoke, he scratched his foot which began to itch. Yet a third monkey advised them, "We have not so far been caught by the hunter because we have been careful."

The old monkey who was their leader said "You're right." We must be very careful. We don't want the hunter to catch us. "stupid old hunter" he cried out loudly. "Do

you really think you can catch us?” All the other monkeys started to shout, “Silly old hunter! Stupid old hunter!” until their throats were quite dry. They all stood in a circle around the wine jar and red shoes. They did not know what to do. No one wanted to leave.

Some of them licked their lips. Others scratched their feet. “Can we taste just a little of the wine?” one of the monkeys asked. Without saying any more, all the monkeys rushed towards the wine jar and opened it. “Ai-yaah! What a marvelous smell! We’re really very lucky! What wonderful wine!” At first, the monkeys tasted the wine with their tongues only. Soon they started to swallow large quantities of it.

Some of them put on the red shoes and jumped and danced in them. Others who had drunk too much wine fell to the ground. Suddenly there was a loud noise from the forest. It was the hunter some of the monkeys tried to run away. But they could not do so because the shoes were tied together. It was very easy for the hunter to catch them. He tied all of them up. “we’re really very unlucky.” One of the monkeys said. Another monkey answered, “We can only blame ourselves. We were too greedy.”

### III. METODE PEMBELAJARAN

- Diskusi
- Tanya jawab

### IV. LANGKAH-LANGKAH KEGIATAN

1.	Kegiatan Pendahuluan	☞ Salam dan tegur sapa. ☞ Menyiapkan proses pembelajaran (berdoa,	15 Menit
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		<p>mengecek kehadiran siswa).</p> <ul style="list-style-type: none"> <li>☞ Memberikan motivasi kepada peserta didik sebelum melaksanakan proses pembelajaran.</li> <li>☞ Menyampaikan kepada peserta didik tujuan pembelajaran.</li> </ul>	
2.	Kegiatan Inti	<ul style="list-style-type: none"> <li>☞ Pendidik memberikan penjelasan secara singkat dan jelas tentang Numbered Head Together technique yang akan digunakan dalam proses pembelajaran.</li> <li>☞ Pendidik membagi kelompok dan setiap kelompok terdiri atas 3-5 orang.</li> <li>☞ Pendidik memberi nomor kepada masing-masing siswa dan nama tiap kelompok yang berbeda.</li> <li>☞ Pendidik memberikan sebuah teks cerita berbahasa Inggris.</li> </ul>	55 menit

		<ul style="list-style-type: none"> <li>☞ Pendidik menyuruh setiap kelompok membaca dan memahami cerita tersebut.</li> <li>☞ Pendidik mengajukan satu beberapa pertanyaan dengan memanggil salah satu nomor siswa secara acak, kemudian nomor yang dipanggil mengangkat tangannya dan menjawab pertanyaan sesuai dengan hasil kerjasama dengan anggota kelompoknya kepada seluruh siswa dikelas.</li> </ul>	
3.	Kegiatan Penutup	<ul style="list-style-type: none"> <li>☞ Pendidik menanyakan kesulitan siswa selama mengikuti pelajaran.</li> <li>☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>☞ pendidik menyampaikan hasil pembelajaran peserta didik.</li> </ul>	10 menit



		☞ Pendidik menutup pembelajaran dan memberi salam.	
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#### V. SUMBER, ALAT PEMBELAJARAN

- Teks bahasa Inggris
- Internet
- Papan tulis, spidol dan jenis teks tentang materi

#### VI. PENILAIAN

- Teknik : Tes Tertulis
- Bentuk : Tertulis

Parepare, 6 maret 2018

Peneliti

**PAREPARE**

**RISMAYANI. A**

**14.1300.055**

<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
<b>I. IDENTITAS</b>	
SEKOLAH	: MAN PINRANG
MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: XI IPS 2 / 2
ASPEK/SKILL	: Reading Skill
JENIS TEKS	: Narrative text.
TEMA	: Valuable Story
ALOKASI WAKTU	: 2 x 40
PERTEMUAN	: Ketiga
MODEL PEMBELAJARAN	: Numbered Head Together Technique
Standar Kompetensi	<ul style="list-style-type: none"> <li>- Memahami makna teks esei pendek sederhana berbentuk <i>narrative text</i> yang berkaitan dalam konteks kehidupan sehari-hari.</li> </ul>
Kompetensi Dasar	<ul style="list-style-type: none"> <li>- Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, dan lancar.</li> </ul>
Indikator	

- Peserta didik mampu mengidentifikasi main idea dalam cerita yang dibaca.
- Peserta didik mampu mengidentifikasi informasi dalam teks yang dibaca.
- Peserta didik mampu mengidentifikasi makna kata sulit yang terdapat dalam teks yang dibaca.

## II. MATERI PEMBELAJARAN

- Tema Reading Text

### A 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.

## III. METODE PEMBELAJARAN

- Diskusi

- Tanya jawab

#### IV. LANGKAH-LANGKAH KEGIATAN

1.	Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>☞ Salam dan tegur sapa.</li> <li>☞ Menyiapkan proses pembelajaran (berdoa, mengecek kehadiran siswa).</li> <li>☞ Memberikan motivasi kepada peserta didik sebelum melaksanakan proses pembelajaran.</li> <li>☞ Menyampaikan kepada peserta didik tujuan pembelajaran.</li> </ul>	15 Menit
2.	Kegiatan Inti	<ul style="list-style-type: none"> <li>☞ Pendidik memberikan penjelasan secara singkat dan jelas tentang Numbered Head Together technique yang akan digunakan dalam proses pembelajaran.</li> <li>☞ Pendidik membagi kelompok dan setiap kelompok terdiri atas 3-5 orang.</li> </ul>	55 menit

		<ul style="list-style-type: none"><li>☞ Pendidik memberi nomor kepada masing-masing siswa dan nama tiap kelompok yang berbeda.</li><li>☞ Pendidik memberikan sebuah teks cerita berbahasa Inggris.</li><li>☞ .</li><li>☞ Pendidik menyuruh setiap kelompok membaca dan memahami cerita tersebut.</li><li>☞ Pendidik mengajukan satu beberapa pertanyaan dengan memanggil salah satu nomor siswa secara acak, kemudian nomor yang dipanggil mengangkat tangannya dan menjawab pertanyaan sesuai dengan hasil kerjasama dengan anggota kelompoknya kepada seluruh siswa dikelas.</li></ul>	
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3.	Kegiatan Penutup	<ul style="list-style-type: none"> <li>☞ Pendidik menanyakan kesulitan siswa selama mengikuti pelajaran.</li> <li>☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>☞ pendidik menyampaikan hasil pembelajaran peserta didik.</li> <li>☞ Pendidik menutup pembelajaran dan memberi salam.</li> </ul>	10 menit
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#### V. SUMBER, ALAT PEMBELAJARAN

- Teks bahasa Inggris
- Internet
- Papan tulis, spidol dan jenis teks tentang materi

#### VI. PENILAIAN

- Teknik : Tes Tertulis
- Bentuk : Tertulis

Parepare, 6 maret 2018

**Peneliti**

**RISMAYANI. A**

**14.1300.055**

APPENDIX 6 Instrument of the Post-Test both technique

POST TEST 1

NAME : CLASS :

*Read carefully the text and answer the questions below!*

**CRYING STONE**

Once upon a time in the place in the east Kalimantan lived an old widow that had one daughter that had a bad behavior and the girl is like to make up and also spoiled, she never had to help her old mother.

One day, the mother invited her daughter to the market and her mother is behind the body of her daughter. Every people look for them, they did not know them, and they saw the girl they did not believe that the girl is a daughter of the old widow. Many men that adore with the beautiful girl.

The first man asked the beautiful girl, “who is the old widow that behind of your beautiful girl, is it your mother?” “asked the first man” No, she is not my mother and

she was my maiden,” answer the beautiful girl. And the second man asked a beautiful girl again,” who is the old widow, is it your mother? Asked the second man to the beautiful girl.” No, she was not my mother, she was the only servant,” said the beautiful girl answer the question from the second man.

For the first time, her mother is feeling alright when her daughter is said that she was her maiden or her servant. But for a long time, she feels so sad and so angry when she heard the answer that the daughter said again and again. And after that, she prays to God to make her daughter change to be stone. On the power of God Almighty, slowly her body was turned to stone. The change started on the feet. When the change has reached half of the body, the girl was crying asking forgiveness to her mother. "Oh, my mother, please forgive me. Forgive what I have done to you. Please forgive your daughter, your only daughter," cried the girl.

The girl continued to wail and cry pleading with his mother. However, everything was too late. The whole body of the girl was eventually turned into stone. Even when she turned into stone, people still can see the tears. The stone cries. Therefore, people begin to call it "Crying Stone". ( Taken on " My Story Telling The Crying Stone," Blog Febrianty Maria)

#### ❖ QUESTIONS.

#### ✚ True or False

- \_\_\_1. An old widow had a daughter
- \_\_\_2. The daughter had a good behavior.
- \_\_\_3. The daughter liked to make up and also spoiled.
- \_\_\_4. The daughter always helped her old mother.



- \_\_\_5. A man adores a beautiful girl.
- \_\_\_6. The girl cannot admit her mother.
- \_\_\_7. The mother never prays to god to change her daughter to be stone.
- \_\_\_8. every people cannot see the tears.
- \_\_\_9. The stone can cry.
- \_\_\_10. The daughter became a stone with her mother.

✚ Multiple Choice.

11. What did the title of the story?
- |                  |                 |
|------------------|-----------------|
| a. crying stone  | c. crying girl  |
| b. crying stones | d. crying girls |
12. Where did the story take place?
- |                     |                     |
|---------------------|---------------------|
| a. South Kalimantan | c. North Kalimantan |
| b. East Kalimantan  | d. West Kalimantan  |
13. Where was the daughter invited by her mother?
- |               |             |
|---------------|-------------|
| a. a mall     | c. a store  |
| b. a hospital | d. a market |
14. What did the first man say to the girl?
- |   |
|---|
| a. "who is the old widow that behind of your beautiful girl, is it your mother?"      |
| b. "who is the old widow that behind of your beautiful girl, is it your grandmother?" |
| c. "who is the old widow that behind of your beautiful girl, is it your father?"      |

- d. “who is the old widow that behind of your beautiful girl, is it your grandfather?”
15. What did the girl answer?
- Yes, she is my mother
  - No, she is not my mother
  - Yes, she is my mother and I love her so much
  - No, she is not my mother and she was my maiden
16. What did the second man say to the girl?
- “who is the old widow, is it your mother?”
  - “who is the old widow, is it your grandmother?”
  - “who is the old widow, is it your father?”
  - “who is the old widow, is it your grandfather?”
17. What did the girl answer again?
- Yes, she is my mother and she was my maiden
  - No, she is not my mother and she was the only servant
  - Yes, she is my mother
  - No, she is not my mother
18. What did the mother feel when her daughter says “she is a servant and maiden”?
- sad
  - angry
  - sad and angry
  - sad and happy
19. What did the mother do when she is sad and angry?
- pray to God
  - pray and cry to the god.

- c. make her daughter change to be stone.
- d. pray to God to make her daughter change to be stone.

20. Did the girl become the stone?

- a. yes, she did
- b. no, she didn't
- c. yes, he did
- d. no. he did

POST TEST 2

NAME :

CLASS :

*Read carefully the text and answer the questions below!*

### **The Legend of Malin Kundang**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish and after getting fish he sold it. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked him. In return, the merchant asked Malin Kundang to sail with him. To get a better life, Malin

Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness at being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that, he ordered his crews to set sail. He would leave the old mother again but at that time she was full of both sadness and anger. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. It was really too late for him to avoid his curse. Suddenly, he turned into a stone. *(taken on Imam Khanafi, Legenda Malin Kundang, <http://www.belajaringgris.net/legenda-mali-kundang-dalam-bahasa-inngris-1956.html>. (assessed on 04 april 2018))*

❖ QUESTIONS.

✚ True or False

\_\_\_\_ 1. Women had a son.

- \_\_\_2. The son name was Malin kundang.
- \_\_\_3. Maling kundang was a strong boy but he was lazy.
- \_\_\_4. He always went to the sea to catch a fish.
- \_\_\_5. He would bring a fish to her mother.
- \_\_\_6. Malin kundang saw a merchant's ship.
- \_\_\_7. The merchant was happy and thanked Malin kundang's mother.
- \_\_\_8. Malin kundang became wealthy.
- \_\_\_9. Maling kundang did not have a wife.
- \_\_\_10. They lived happily at the end of story.

✚ Multiple Choice.

11. Where did the story take place?
- |                  |                  |
|------------------|------------------|
| a. South Sumatra | c. North Sumatra |
| b. East Sumatra  | d. West Sumatra  |
12. When did Malin Kundang's father pass away?
- |                            |                            |
|----------------------------|----------------------------|
| a. when he went to the sea | c. when he at home         |
| b. when he was a baby      | d. when he was a childhood |
13. Where did Malin kundang catch a fish?
- |         |         |
|---------|---------|
| a. See  | c. sea  |
| b. Sear | d. seal |
14. What did Malin kundang do when merchant's ship was being raided by a small band of pirates?

- a. He helped the merchant
- b. He continued his fishing
- c. He helped the merchant with his brave
- d. He called a people to help the merchant
15. Why did Malin kundang want to sail with the merchant?
- a. To get a new life
- b. to get a new wife
- c. to get a better life
- d. to get a better wife
16. Who did the women that run to meet the merchant?
- a. Malin kundang's mother
- b. Malin kundang's aunty
- c. Malin kundang's sister
- d. Malin kundang's grandmother
17. What did malin kundang say to her mother?
- a. Enough old woman, get out from here!
- b. oh mother, I do miss you so much
- c. Enough, old woman! I have never had a mother like you, a dirty and ugly woman
- d. oh, mother, I miss you and I never leave you again.
18. What did the old woman say when Malin kundang leave her again?
- a. her mother cursed that Malin kundang will turn into a stone if he doesn't apologize.
- b. her mother said that Malin kundang will be thrown by the wave.
- c. her mother cursed that Malin kundang will regret with his act.
- d. her mother only silent and patience.

19. Did Malin Kundang become the stone?

a. yes, she did

c. yes, he did

b. no, she didn't

d. no. he did

20. What did the moral of the story?

a. do not be ungodly to your mother.

b. appreciate your mother whatever and however, she is.

c. do not be arrogant when you are rich.

d. love your mother as you are loved yourself.

*GOOD LUCK AND BE THE HONEST STUDENT ☺*

#### APPENDIX 7 Distribution of the T-Table

Df	$\alpha$ (level of significance) ( <i>two-tailed test</i> )					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	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	3,143	3.707
7	0,711	1,415	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	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	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	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	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	2.7798
<b>27</b>	0,684	1,314	1.703	<b>2.052</b>	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
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	<u>2.000</u>	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

APPENDIX 8 Result of Pre-Test and Post-Test





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

**PRE TEST**

NAME : Muh. Rizal  
 CLASS : XI IPS 2

*Read carefully the text and answer the questions below!*

**PINOCCHIO**

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 given the puppet name was Pinocchio. But 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. Then, he studied at an elementary school.

One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came in 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 kidnaped 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. Later 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.

❖ **QUESTIONS**

👇 True or False

"Give (T) if the statement is correct and give (F) if the statement is incorrect"

- 1  T 1. Gappetto was the name of puppeteer. ✓  
 1  F 2. He lived with his wife in a village. ✓  
 1  T 3. He made a puppet in order not to be lonely. ✓  
 1  F 4. He has many son. ✓  
 1  T 5. His puppet name is Pinnochio. ✓  
 1  F 6. Pinnochio has a longer nose. ✓  
 1  T 7. Pinnochio was a slave for the circus. ✓  
 0  T 8. When he awake, he was in home. ✗  
 1  T 9. Pinnochio and Gappetto has a same accident. ✓  
 0  T 10. He lived happily at the end of the story. ✗

Multiple choice

- 0  11. How many characters take part in the story? ✗  
 a. one  
 b. two  
 c. three  
 d. four
- 0  12. Who are they? ✗  
 a. Gappetto  
 b. Gappetto and Pinnochio  
 c. Gappetto, Pinnochio, and owner of circus  
 d. Gappetto, Pinnichio, owner of circus, and a whale
- 1  13. Why did the puppeteer feel lonely? ✓  
 a. because he didn't have a son.  
 b. because his wife passed away  
 c. because his puppet cannot talk  
 d. because his puppet cannot walk
- 1  14. What did the puppeteer do in the night? ✓  
 a. he make a puppet  
 b. he prayed to god  
 c. he spoke with himself  
 d. he slept at a room
- 1  15. What did the puppeteer feel when Pinnochio was alive? ✓  
 a. he was happy  
 b. he was surprised  
 c. he was sad  
 d. he was scared

16. Why did Pinocchio go home late? ✓  
 a. because he felt sad  
 b. because he wanted it  
 c. because he felt worry  
 (d) because he felt bored
17. What happened with Pinocchio when he lied? ✓  
 a. he over laughed  
 (b) his nose became longer  
 c. his mouth was closed  
 d. he was cried
18. Who kidnapped the owner of the circus? ✓  
 a. Gappetto  
 b. Pinocchio's friend  
 (c) Pinocchio  
 d. Gappetto's wife
19. Why did Gappetto feel worried about Pinocchio? ✗  
 (a) because Pinocchio was kidnapped  
 (b) because Pinocchio had not been going home  
 c. because Pinocchio was in the whale's stomach  
 d. because Pinocchio's nose was longer
20. Did they live happily ever after? ✗  
 (a) yes  
 b. no  
 (c) yes, they did  
 d. no, they didn't

14 Benar  
6 Salah

GOOD LUCK AND BE THE HONEST STUDENT ©

$$\frac{19}{20} \times 100 = 95$$

## POST TEST 1

NAME : Muh. Rizal

CLASS : XI IPS 2

*Read carefully the text and answer the questions below!***CRYING STONE**

Once upon a time in the place in the east Kalimantan lived an old widow that had one daughter that had a bad behavior and the girl is like to make up and also spoiled, she never had to help her old mother.

One day, the mother invited her daughter to the market and her mother is behind the body of her daughter. Every people look for them, they did not know them, and they saw the girl they did not believe that the girl is a daughter of the old widow. Many man that adore with the beautiful girl.

The first man asked to the beautiful girl, "who is the old widow that behind of yours beautiful girl, is it your mother?" "asked the first man" "No, she is not my mother and she was my maiden," answer the beautiful girl. And the second man asked to beautiful girl again, "who is the old widow, is it your mother?" "asked the second man to the beautiful girl." "No, she was not my mother, she was only servant," said the beautiful girl answer the question from the second man.

For the first time her mother is feeling alright when her daughter is said that she was her maiden or her servant. But for the long time she feel so sad and so angry when she hear the answer that the daughter said again and again. And after that she pray to God to make her daughter change to be stone. On the power of God Almighty, slowly her body was turned to stone. The change started from the feet. When the change has reached half of the body, the girl was crying asking forgiveness to her

mother. "Oh, my mother, please forgive me. Forgive what I have done to you. Please forgive your daughter, your only daughter," cry the girl.

The girl continued to wail and cry pleading with his mother. However, everything was too late. The whole body of the girl was eventually turned into stone. Even when she turned into stone, people still can see the tears. The stone cries. Therefore, people begin to call it "Crying Stone".

❖ QUESTIONS.

✚ True or False

1. T 1. An old widow had a daughter ✓
2. F 2. The daughter had a good behavior. ✓
3. T 3. The daughter liked to make up and also spoiled. ✓
4. F 4. The daughter always helped her old mother. ✓
5. T 5. A man adore with a beautiful girl. ✗
6. T 6. The girl cannot admit her mother. ✓
7. F 7. The mother never pray to god to change her daughter to be stone. ✓
8. F 8. every people cannot see the tears. ✓
9. T 9. The stone can cry. ✓
10. F 10. The daughter became a stone with her mother. ✓

✚ Multiple Choice.

11. What did the title of the story? ✓

(a) crying stone

c. crying girl

- b. crying stones  
d. crying girls
12. Where did the story take place? ✓  
a. South Kalimantan  
b. East Kalimantan  
c. North Kalimantan  
d. West Kalimantan
13. Where was the daughter invited by her mother? ✓  
a. a mall  
b. a hospital  
c. a store  
d. a market
14. What did the first man say to the girl? ✓  
a. "who is the old widow that behind of yours beautiful girl, is it your mother?"  
b. "who is the old widow that behind of yours beautiful girl, is it your grandmother?"  
c. "who is the old widow that behind of yours beautiful girl, is it your father?"  
d. "who is the old widow that behind of yours beautiful girl, is it your grandfather?"
15. What did the girl answer? ✓  
a. Yes, she is my mother  
b. No, she is not my mother  
c. Yes, she is my mother and I love her so much  
d. No, she is not my mother and she was my maiden
16. What did the second man say to the girl? ✓  
a. "who is the old widow, is it your mother?"  
b. "who is the old widow, is it your grandmother?"  
c. "who is the old widow, is it your father?"

d. "who is the old widow, is it your grandfather?"

17. What did the girl answer again? ✓

- a. Yes, she is my mother and she was my maiden
- b. No, she is not my mother and she was only servant
- c. Yes, she is my mother
- d. No, she is not my mother

18. What did the mother feel when her daughter say "she is servant and maiden"? ✓

- a. sad
- b. angry
- c. sad and angry
- d. sad and happy

19. What did the mother do when she is sad and angry? ✓

- a. pray to God
- b. pray and cry to the god.
- c. make her daughter change to be stone.
- d. pray to God to make her daughter change to be stone.

20. Did the girl became the stone? ✓

- a. yes, she did
- b. no, she didn't
- c. yes, he did
- d. no. he did

19 Benar

1 Salah

GOOD LUCK AND BE THE HONEST STUDENT ☺

$\frac{19}{20} \times 100 = 95$

## POST TEST 2

NAME : Muh. Rizal

CLASS : XI IPS 2

*Read carefully the text and answer the questions below!***The Legend of Malin Kundang**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish and after getting fish he sold it. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for



three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

❖ QUESTIONS.

🚩 True or False

1. T 1. A woman had a son. ✓
1. T 2. The son's name was Malin Kundang. ✓
1. F 3. Malin Kundang was a strong boy but he was lazy. ✓
1. T 4. He always went to the sea to catch a fish. ✓
1. T 5. He would bring a fish to his mother. ✓
1. T 6. Malin Kundang saw a merchant's ship. ✓
1. T 7. The merchant was happy and thanked Malin Kundang's mother. ✗
1. T 8. Malin Kundang became wealthy. ✓
1. F 9. Malin Kundang did not have a wife. ✓
1. F 10. They lived happily at the end of the story. ✓

🚩 Multiple Choice.

11. Where did the story take place?

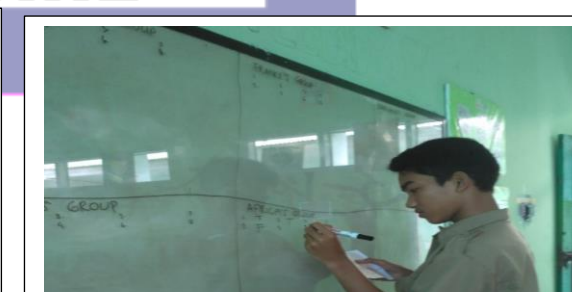
11. a. South Sumatra  
b. East Sumatra  
c. North Sumatra ✓  
d. West Sumatra ✓
12. When did Maling Kundang's father pass away? ✓  
a. when he went to the sea  
b. when he was a baby  
c. when he at home  
d. when he was a childhood
13. Where did Maling kundang catch a fish? ✓  
a. See  
b. Sear  
c. sea ✓  
d. seal
14. What did maling kundang do when merchant's ship was being raided by a small band of pirates? ✓  
a. He helped the merchant  
b. He continued his fishing  
c. He helped the merchant with his brave ✓  
d. He called a people to help the merchant
15. Why did Maling kundang want to sail with the merchant? ✓  
a. To get a new life  
b. to get a new wife  
c. to get a better life ✓  
d. to get a better wife
16. Who did the women that run to meet the merchant? ✓  
a. Maling kundang's mother ✓  
b. maling kundang;s aunty  
c. maling kundang's sister  
d. maling kundang;s grandmother

17. What did maling kundang say to her mother? ✓
- Enough old woman, get out from here!
  - oh mother, I do miss you so much
  - Enough, old woman! I have never had a mother like you, a dirty and ugly woman
  - oh mother, I miss you and I never leave you again.
18. What did the old woman say when maling kundang leave her again? ✓
- her mother cursed that maling kundang will turn into a stone if he don't apologize.
  - her mother said that maling kundang will trown by the wave.
  - her mother cursed that maling kundang will regret with his act.
  - her mother only silent and patience.
19. Did Maling Kundang became the stone? ✓
- yes, she did
  - no, she didn't
  - yes, he did
  - no. he did
20. What did the moral of the story? ✓
- do not be ungodly to your mother.
  - appreciate your mother whatever and however she is.
  - do not be arrogant when you are rich.
  - love your mother as you are loved yourself.

19 Benar  
1 salah

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APPENDIX 9 Documentation





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
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Nomor : B 105 /Sti.08/PP.00.9/05/2018  
 Lampiran : -  
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
 Kepala Daerah KAB. PINRANG  
 di  
 KAB. PINRANG

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : RISMAYANI.A  
 Tempat/Tgl. Lahir : PINRANG, 26 April 1995  
 NIM : 14.1300.055  
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
 Semester : VIII (Delapan)  
 Alamat : PALETEANG, KEC. PALETEANG, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

**"THE COMPARISON BETWEEN USING JIGSAW AND NUMBERED HEAD TOGETHER (NHT) TECHNIQUE TOWARD THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH SOCIAL GRADE OF MAN PINRANG"**

Pelaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

3 Mei 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan  
 Pengembangan Lembaga (APL)



Muh. Djunaidi



**PEMERINTAH KABUPATEN PINRANG**  
**SEKRETARIAT DAERAH**  
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**PINRANG**

Pinrang, 04 Mei 2018  
 Kepada

Nomor : 070/238/Kemasy.  
 Lamp. : -  
 Perihal : **Rekomendasi Penelitian.**

Yth: **Kepala Madrasah Aliah Negeri**  
**Kab.Pinrang**  
 di-

**Paleteang.**

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri Parepare Nomor : B-109/Sti.08/PP.00.9/05/2018 tanggal 3 Mei 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

Nama : RISMAYANLA  
 Nim : 14.1300.055  
 Jenis Kelamin : Perempuan  
 Pekerjaan/Prog Study : Mahasiswi/ Pend. Bahasa Inggris

Alamat : Paleteang ,Kec.Paleteang,Kab.Pinrang  
 Telephone : 082343573729.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul **THE COMPARISON BETWEEN USING JIGSAW AND NUMBERED HEAD TOGETHER (NHT) TECHNIQUE TOWARD THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH SOCIAL GRADE OF MAN PINRANG** " yang pelaksanaannya pada tanggal 04 Mei s/d 14 Juni 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

PEMERINTAH KABUPATEN PINRANG  
 SEKRETARIS DAERAH  
 Asisten Administrasi Umum  
**DRS. SAU BAWERIGADING**  
 Pangkajene, 04 Mei 2018  
 Nip. : 19601231 198803 1 087

**Tembusan:**

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas Dikbud Kab.Pinrang di Pinrang;
5. Kepala Kantor Kementerian Agama Kab. Pinrang di Pinrang;
6. Kepala Badan Kesbang dan Polhut Kab.Pinrang di Pinrang;
7. Plt. Wakil Rektor Bidang APL IAIN Parepare di Parepare;
8. Camat Paleteang di Paleteang;
9. Yang bersangkutan untuk diketahui.
10. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN PINRANG**  
**MADRASAH ALIYAH NEGERI PINRANG**  
 Jalan Bulu Pakoro No. 429 Telp. 0411 921670 Pinrang 91213

SURAT KETERANGAN PENELITIAN  
 B-. 258/ Ma.21.17.1/TL.03 / 07 /2018

Berdasarkan surat dari Pemerintah Kabupaten Pinrang Sekretariat Daerah nomor : 070/238/ Kemasy Tanggal 04 Mei 2018 tentang izin penelitian, maka Kepala Madrasah Aliyah Negeri Pinrang menerangkan bahwa:

Nama : Rismayani. A  
 Nim : 14.1300.055  
 Program Studi : Pendidikan Bhs. Inggris  
 Alamat : Paleteang

Benar telah mengadakan penelitian di Madrasah Aliyah Negeri Pinrang dalam rangka Penyelesaian studi dengan judul " **The Comparison Between Using Jigsaw And Numbered Head Together (NHT) Technique Toward The Students' Reading Comprehension At The Eleventh Social Grade Of MAN Pinrang** " Yang pelaksanaannya dari tanggal 04 Mei s/d 14 Juni 2018.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 3 Juli 2018



Drs. Raimli Alias, MA  
 NIP. 196811251994031003

## CURRICULUM VITAE



The researcher was born on April 26<sup>nd</sup>, 1995 in Pinrang. She is the second child of four siblings; she has one sister and two brothers. Her father name is Amiruddin and her mother name is Mardiana. Her educational background began 2001 in SDN 24 Pinrang, Kec Paleteang, Kab. Pinrang and graduated in 2007. She continued her study at SMPN 2 Pinrang, Kec. Paleteang Kab. Pinrang and graduated in 2010. She registered in senior high school of MAN Pinrang and graduated in 2013.

She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten an S1 degree in English program of Tarbiyah and Adab Department in 2018. With the title of her skripsi “The comparison between using jigsaw and numbered head together (NHT) technique toward the students’ reading comprehension at the eleventh social grade of MAN Pinrang”