

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH  
THE JIGSAW II LEARNING METHOD AT THE SECOND-GRADE OF  
MAS NIDA'UL KHAIRAAT POMBEWE**



**SKRIPSI**

*Presented as a partial fulfillment of the requirements for the Bachelor degree at  
the English Tadris Department, Tarbiyah and Teacher Training Faculty, State  
Institute for Islamic Studies (IAIN) Palu*

**By**

**Agus Awaludin**

**16.1.16.0053**

**ENGLISH TADRIS DEPARTMENT TARBIYAH AND TEACHER  
TRAINING FACULTY STATE INSTITUTE  
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Palu, September 16<sup>th</sup>, 2020 M  
28 Muharam 1442 H

Researcher



Agus Awaludin  
NIM. 16.1.16. 0053

## APPROVAL SHEET

A skripsi entitled “**IMPROVING STUDENTS’ READING COMPREHENSION THROUGH THE JIGSAW II LEARNING METHOD AT THE SECOND-GRADE OF MAS NIDA’UL KHAIRAAT POMBEWE**” by Agus Awaludin, NIM : 161160053, student of English Tadris department at Tarbiyah and Teacher Training Faculty, State Institue for Islamic Studies (IAIN)Palu. After observing and correcting the skripsi, each supervisor views that the skripsi has been fulfilled scientific requirements to be examined.

Palu, 10, Oktober 2020

**Advisor I**

**Advisor II**



**Drs. Muhammad Ihsan, M.Ag**  
NIP. 19650530 199203 1 006



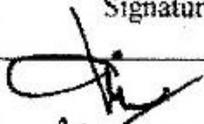
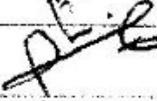
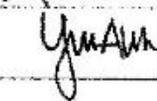
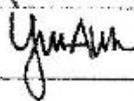
**Yuni Amelia, S.Pd., M.Pd**  
NIP. 199006292018012001

### ENDORSEMENT SHEET

Skripsi owned by Agus Awaludin, Nim 161160053, entitled "IMPROVING STUDENTS' READING COMPREHENSION THROUGH THE JIGSAW II LEARNING METHOD AT THE SECOND-GRADE OF MAS NIDA'UL KHAIRAAT POMBEWE" that has been tested in front of the board examiners of State Institute for Islamic Studies (IAIN) Palu which was tested on October 26, 2020. Which coincides with the 9th of Rabi'ul Awal, 1442 H. It sees that this skripsi had been fulfilled the scientific written criteria and can be accepted as the requirements to obtain the Bachelor's degree at the English Department with several improvements.

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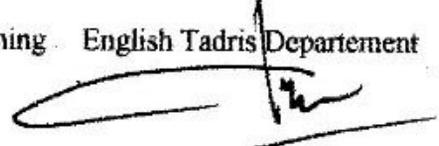
The Dean

Head of

Faculty of Tarbiyah and Teacher Training English Tadris Departement

  
Dr. Hamlah, M. Ag

Nip. 196906061998031002

  
Dr. Hj. Nur Asmawati, S. Ag., M. Hum

Nip. 197407262000032002

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Researcher



Agus Awaludin  
NIM. 16.1.16. 0053

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## ABSTRACT

Awaludin, Agus. (2020), **“IMPROVING STUDENTS’ READING COMPREHENSION THROUGH THE JIGSAW II LEARNING METHOD AT THE SECOND-GRADE OF MAS Nida’ul Khairaat Pombewe”**, English Tadris Department, Teacher Training & Tarbiyah Faculty, State Institute for Islamic Studies (IAIN) Palu. Under the supervision of Drs. Muhammad Ihsan, M. Ag and Yuni Amelia M. Pd.

This research aims to investigate the significant effect of applying the jigsaw II learning method at the second-grade of MAS Nida’ul Khairaat Pombewe. The research employed quasi and need pre-test and post-test to both the experimental class and control class. The population of this research was all students of the second grade of MAS Nida’ul Khairaat Pombewe. The sample was selected by using quota sampling technique. The samples were 21 students of IPS class as the controlled class and Agama class as the experimental class. The researcher analyzed the data statistically. The results of the data analysis show that the mean score of the experimental class (67.05), it was higher than the mean score of the control class (45). The result of t-counted (2.327) which was higher than the t-table (2.153). In analyzing the data, the researcher used the 0.05 level of significance and the degree of freedom ( $df = 10 + 10 - 2$ ). This research has two hypotheses, which were  $H_o$  : there is no improvement of the students’ reading comprehension through the Jigsaw II learning method at the second grade of MAS Nida’ul Khairaat Pombewe and  $H_a$  : there is improvement of the students’ reading comprehension through the Jigsaw II learning method at the second grade of MAS Nida’ul Khairaat Pombewe. Based on the results of the data above it proven that  $H_a$  was accepted and  $H_o$  was rejected. In conclusion, the use of the Jigsaw II learning method can improve the students’ reading comprehension at the second grade of MAS Nida’ul Khairaat Pombewe.

## CHAPTER I INTRODUCTION

### *A. Background*

There are some countries that still consider English as a foreign language, and they must be have their own difficulties in learning it. In Indonesia, English is taught as a foreign language, that is why many Indonesian people still have difficulty in learning English. In a recent study conducted by Education First (EF) on the English proficiency index, Indonesia's 2017 ranking dropped from the previous year, which was ranked 32 (Intermediate Proficiency level), to rank 39 (Low Proficiency level).<sup>1</sup>

Indonesia is one of the countries which still considers English as a foreign language, therefore many students in Indonesia still low mastery in English, especially in reading comprehension. Said as follows :

Poor comprehension may also be the result of the students not having the necessary background or schema for reading selections. Students may not know or understand that comprehension is the major purpose for reading and they may read without setting a purpose<sup>2</sup>.

Even so, it is not a reason to be lazy in learning English. It would be the challenge for English Teacher in Indonesia how to make students being enthusiastic in learning English such as reading text.

In learning English there are four basic important skills which the English learners must master, they are receptive skills : Listening and reading, and productive skills : writing and speaking.<sup>3</sup>

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<sup>1</sup> Kumparan “Menurut Riset, Kemampuan Bahasa Inggris Orang Indonesia Masih Rendah”, (*Kumparan*, <https://kumparan.com/millennial/menurut-riset-kemampuan-bahasa-inggris-orang-indonesia-masih-rendah>, accessed on January 14, 2020)

<sup>2</sup> Sharon J. Crawley & King Nerrit, *Remediating Reading Difficulties- 3rd Edition*, (USA: McGraw-Hill, 2000), 40

<sup>3</sup> Developing The Four Essential Skills–Listening, Speaking, Reading & Writing, *English Mate*, <https://www.englishmate.com/blog/developing-the-four-essential-skills-listening-speaking-reading-writing/> (accessed on February 04, 2020)

One of these skills is reading which was the focus of this research. This research aimed to measure the students' comprehension in reading text. Reading plays an important role in learning process because it gives students knowledge, information, and idea to be applied in speaking and writing. Reading cannot be separated from students' daily life. Through reading, students can learn ideas, concepts, and attitudes. Reading is a language aspect used to acquire various informations and suggestions.<sup>4</sup> Reading is the important thing to do because there are a lot of knowledge which can be received especially for students including news, history, etc. Moreover, by reading English text the students also can escalate their vocabulary mastery, because by reading students will find a lot of new words in it.

The problem nowadays, there are still some students who cannot learn actively and lack of motivation in learning especially in reading because of the monotonous way that teacher gave to them. For instance most English teachers still use traditional method in teaching English.<sup>5</sup> In some reading English texts activity in the class, teachers occasionally apply monotonous way, so that it can make the students weary in the class, although the 2013 curriculum has been required to the entire of the schooll in Indonesia, not all of the teachers apply all the rules of that curriculum, for example the center of learning in the classroom is still teacher-centered. The teachers sometimes just give a few explanations about the materials, mostly the reading activities only done by teacher and a little bit involving the students. This can make students feel bored.

The above statement was supported based on the researcher's preliminary research had been conducted in MAS Nida'ul Khairaat Pombewe, the researcher conducted several interviews with an English teacher and some of second-grade students in MAS Nida'ul Khairaat Pombewe. Based on the interviews which have

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<sup>4</sup> Ika Nurwulandari *et al*, "The Implementation of Jigsaw Cooperative Learning Model to Improve Reading Skill in SDN Yosodipuro 104 Surakarta" *International Journal of Engineering Science (IJRES)* 4, no. 1(January to February 2017): 29

<sup>5</sup> Ratu Sartika, "Implementing Word wall Strategy in Teaching Writing Descriptive Text for Junior High School Students" *Journal of English and Education* 5, no 2,(october 2017)179-186

been conducted, the researcher got the information from the teacher that the students' comprehension in reading is low.<sup>6</sup> and the information obtained from the students was that they sometimes feel bored with their teachers' way in teaching reading. They said that their teacher just shares some of papers then asked them to read and answer the question available, and they also admitted that they were unable to understand the English text that they read.<sup>7</sup> Therefore, the researcher concluded that the students were still poor in comprehending the English text when they are asked to read an English text. The students also have lack of motivation in learning reading, from there the researcher became aware of the problems faced by the second-grade of MAS Nida'ul Khairaat Pombewe and it challenged the researcher to solve it.

Based on the boredom of the students who might be able to reduce their interest in learning English specifically in reading, then the researcher tried to apply a method that was expected to overcome the problem of students in reading English text in class and for the students as the motivation in learning. One alternative learning method to create effective lessons was cooperative learning namely jigsaw II.

Basically, there are many methods that can be used to improve the students' reading comprehension besides the jigsaw, such as the lecture method, class discussion, demonstration method, team teaching method, and many more. However, the jigsaw method is considered as the focus of this research because this method is interesting.

Teaching method by using original Jigsaw was developed by Elliot Aronson *et al.* In Jigsaw II method, students work in heterogeneous. The teacher give a task for students to read for some units or chapters, and the teacher give "an expert sheet" that consist of different topics it must be focused on attention for each student in group when students read it. After all of students have done to

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<sup>6</sup> Zilyarti S. Pd, English Teacher of the second Class of MAS Nida'ul Khairaat Pombewe, *interview*, Sigi July 21<sup>st</sup>, 2020.

<sup>7</sup> The second grade of students in MAS Nida'ul Khairaat Pombewe, *interview*, Sigi July 21<sup>st</sup>, 2020.

read, the students of different group that have focused on same topics to meet in “expert group” for discuss their topic as long as thirty minutes. Then, the experts will be returned to their team groups and to teach their friends in group as return about their topics. The last is the students received the assessment that includ all of topics and the score quiz would be a score team.<sup>8</sup>

In this research, the learning focused in a kind of text namely analytical exposition text. Which was the text explain about why something is important. Analytical Exposition is a text that elaborates the writer’s idea about the phenomenon surrounding. The social function of this text is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.<sup>9</sup>

### ***B. Focus of the Research***

In order to limiting and directing this research, as well as the limited ability of researcher, then in this research has given several limitations of the problem include:

1. The use of jigsaw II method in learning process in the classroom.
2. This research was focused on the use one of several kinds of text namely analytical exposition text, which has been used as the material for the students.

### ***C. Problem Statement***

Can the use of Jigsaw II learning method improve the students’ reading comprehension at the second grade of MAS Nida’ul Khairaat Pombewe?

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<sup>8</sup> Isnaini Eddi Saputro, “*The Use of Jigsaw II to Enhance the Students Reading Comprehension in the First Grade of Papua senior high School*” *International Journal of Management and Applied Science* 4, no. 7 (July 07, 2018): 67.

<sup>9</sup>“ Analytical Exposition Text : Definition, Purposes, Generic Structures, Language Features” (*British Course*, <http://britishcourse.com/analytical-exposition-text-definition-purposes-generic-structures-language-features.php> accessed on December 06, 2019)

Related to the problem statement above, then the hypotheses of this research as follows :

$H_0: \beta = 0$  : there is no improvement of the students' reading comprehension through Jigsaw II learning method at the second grade of MAS Nida'ul Khairaat Pombewe.

$H_a: \beta \neq 0$  : there is improvement of the students' reading comprehension through Jigsaw II learning method at the second grade of MAS Nida'ul Khairaat Pombewe.

#### ***D. Objectives of the Research***

Based on those problems mentioned above, thus, an interesting method was needed. Thus, this study aimed to improve the reading comprehension of the second grade in MAS Nida'ul Khairaat Pombewe through the jigsaw II learning method.

#### ***E. Significance of the Research***

This study was expected :

1. To introduce Jigsaw II learning method to the teachers in teaching English reading comprehension of English.
2. To motivate students to be enthusiastic in learning reading and increasing their reading comprehension.
3. To be a learning reference for English Departement student

## **CHAPTER II REVIEW OF RELATED LITERATURE**

### ***A. Literature Review***

The research that has been done and similar with this research is the research done by Isnaini Puji Rahayu entitled “ The Use of Jigsaw II to Enhance The students Reading Comprehension in The First Grade of Papua Senior High School”. Both of these research have the similar things, those are researching about how to enhance the students reading skills through jigsaw II, quantitative research, and also use quasi-experimental research design. However, there is the different between both of these reserach. If in hers research using narrative text as the media, in this research used analytical exposition text as the media.

The next research which similar with the research would be conducted was done by Refai, and the title is “Implementing Jigsaw II Strategy to Improve The Reading Comprehension”. Same as the research done by Isnaini Eddy Saputro above, this research also has similarities and differences with the research will be conducted, the similarities are if in his research use Classroom Action Research (CAR) design and use narrative text, but in this reserach used quantiative research and used analytical exposition text.

The third research which has the similarities with this research was conducted by Teika Ameiratrini in her script entitle “The Use of Jigsaw Strategy in Improving Students’ Achievement in Reading Comprehension at The First Grade of SMAN1 Abung Selatan”. The similarities possessed by these two studies are the same as using pre-test and post-test, but in her research used true experimental while in this research will use quasi-experimental design. Besides the similarities there are also the differences between these two study, which is if in her study/research was using recount text and how to improving the students reading comprehension, in this research used analytical exposition text to improve the students’ reading comprehension.

From three of those studies, they have the same result that using jigsaw II as the means to increase students' reading comprehension is a good alternative. However in his research, the researcher tried to apply the same method but it used the different text namely Analytical Exposition Text.

### ***B. The Nature of Reading***

Reading is one of the important skills that need to be mastered. It has relations with linguistic which is learning about the language. Widdowson defined reading as “ the process of getting linguistic information via print”.<sup>1</sup> Based on the understanding described by Widdowson above, we can draw the conclusion that reading is the process of interpreting or converting language in linguistic form into new knowledge for the reader, in which the intended linguistic form is listed in a printed medium such as printed books, magazines, newspapers and others. In this case we take the students as the reader. Accordingly, the students will try how to interpreting the meaning of the text that they read into a new knowledge. In lingusitic itself, there are some process such as syntax (study about sentences arrangement), phonology (study about sound), morphology (study about words), and along with others. It means students will learn automatically about all of them and change it into knowledges to their mind.

Moreover, by doing reading activity, there are a lot of information that students could take, by using media such as magazine, printed book, news paper, etc. Zuchdi and Budiasih also has explained that:

Reading is one type of written language skills who are receptive. Called receptive because by reading a person will obtain information, acquire science and knowledge and new experiences. All of which is obtained through reading would allow a person to enhance the power of thought, sharpen vision, and broaden their horizons.<sup>2</sup>

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<sup>1</sup> Widdowson in Feng Liu “*A Short Analysis of the Nature of Reading*” English Language Teaching 3, No. 3, (September 2010): 152

<sup>2</sup> Zuchdi and Budiasih, “The Nature of Reading”, (*Learning Media*, <http://jundanjin.blogspot.com/2011/01/nature-of-reading.html>, accessed on December 06, 2019)

The above opinion emphasizes the importance of reading for improving the quality of one's self.

From the nature of reading which has been described can be argued that reading has many purposes and benefits in daily life. Any person who would do of course have an intention of reading why he needs to read the text which in turn could benefit after reading activities take place. The benefits of reading, among others:

1. As a medium of recreation
2. Self-actualization media
3. Informative media
4. Enhancer insight media
5. Media to sharpen reasoning
6. The media to learn a skill
7. Forming emotional and spiritual intelligence media, etc.<sup>3</sup>

### ***C. Teaching Reading***

Teaching Reading Kimbly and Garmezy in Brown defines that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge.<sup>4</sup> Brown also says that “teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning”. Meanwhile learning is getting the knowledge or the acquisition of the knowledge.<sup>5</sup>

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<sup>3</sup>Ibid

<sup>4</sup> Kimbly Garmezy in Brown (<https://eprints.uny.ac.id/9919/3/CHAPTER%202%20-%2006202244061.pdf> accessed on December 08, 2019)

<sup>5</sup> Ibid

Based on several definitions that have been stated above, it can be concluded that teaching as helping, facilitating, and instructing on how to get knowledge. We can see here that the teacher has a big role in learning process and it is an obligation that the teacher has to fulfill.

#### ***D. Kinds of Reading***

There are two kinds of reading, those are :

##### 1. Intensive Reading

As Christine Nuttal stated, “intensive reading involves approaching the next under the guidance of a teacher or a task which forces the students to focus on the next, the aim is to arrive at the understanding, not only of what the text means, but how the meaning is produced.”<sup>6</sup> In emphasis is on comprehending certain reading material, students have to grasp the authors’ message completely so as it requires a deep comprehension. In addition, Jeremy Harmer that intensive reading is used to get details of reading text, such poems, magazines, novels, newspapers, and so on.<sup>7</sup>

From the statement above, it can seen that to read intensively is to reading which completely deconstruct a text, with the goal of absorbing as much meaning from it as possible which done by taking a text, and systematically looking up every word, phrase, or collocation that you do not understand.

##### 2. Extensive Reading

Brown stated that extensive reading related to somewhat longer texts than we have been dealing with up to this point such as journal articles, technical reports, longer essays, short stories, and books that into this category.<sup>8</sup> Based on Brown’ statement above we can define that To read

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<sup>6</sup> Christian Nuttal, *Taching Reading skill in a Foreign Languange*, (London : macmillan, 1996), 38

<sup>7</sup>Jeremy Harmer, “*Teaching English*”, (Oxford: Pearson Education Ltd, 2007), 110

<sup>8</sup> H. Douglass Brown, “*Language Asesment : Principles and Classroom Practices*”, (New York: Pearson Education Inc, 2001), 212

extensively is to simply read as much as possible, without concerning oneself with the minutia of meaning and the occasional unknown word.

### ***E. Aspects of Reading***

Reading is an astoundingly complex cognitive process. According to Nuttal, there are five aspects of reading which help the students to comprehend the English text: main idea, specific information, reference, and vocabulary.<sup>9</sup> These aspects will be explained below:

#### 1. Finding the main idea

Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraph, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. It can be said that main idea has the most important information developed from author throughout the paragraph.

#### 2. Finding the Specific Information or Part of Text

There is some information that covers as the specific information that develops the topic sentence. They are definition, examples, facts, comparison, analogy, because, and effect statistics and quotation.

#### 3. Finding reference

References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

#### 4. Identifying inference

Making an inference involves using what you know to make a guess about what you don't know or reading between the lines. Readers who make inferences use the clues in the text along with their own experiences

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<sup>9</sup> Nuttal in Teika Ameiratrini, "*the use of jigsaw strategy in improving students' achievement in reading comprehension at the first grade of sman 1 abung selatan*" Skripsi (Bandar Lampung: English education Study program, Department of language and arts Education, Faculty of Teacher training and education, University of Lampung, 2017), 14

to help them figure out what is not directly said, making the text personal and memorable

#### 5. Vocabulary

Vocabulary is essentially needed when the reading process is going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading.

### ***F. Jigsaw II***

Jigsaw II is kind of cooperative learning method, Jigsaw II will described below:

#### 1. The Definition of Jigsaw II

Jigsaw was developed by Elliot Aronson *et al* in University of Texas and it was adapted by Slavin *et al* which was then became Jigsaw II. Jigsaw II is a cooperative learning method that allows students to work in group, different with work in group that we usually encounter. This allows the students be more responsible toward the material burdened to them.

Jigsaw is cooperative learning method that enables each students of a 'home group' to specialize in one aspect of a learning unit. Student meet with other members from other groups who are assigned the same aspect called 'expert group' and after mastering the material, return to the 'home group' and teach or explain the materials to their group members. Just an in a jigsaw puzzle each peach-each students part is essential for the completion and full understanding of the final product. If each student's part is essential, then each students is essential. That is what makes the jigsaw method is so effective.<sup>10</sup>

The main purpose of Jigsaw is to have each team member become responsible for a specific piece of learning, and then to share that piece with his or her teammates.<sup>11</sup>

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<sup>10</sup> Neneng Hoerunnisa and Didi Suherdi, "*The effectiveness of jigsaw in improving students' reading comprehension*" *Journal of English and Education* 5, No 1,(April 2017), 4

<sup>11</sup> Yuhananik, "*Using Jigsaw Model to Improve Reading Comprehension of The Ninth Graders of SMPN 1 Karangploso*" *Center of Language and Culture Studies* 3, No 1, (January 2018), 52

## 2. Steps in Implementing Jigsaw Method in the Classroom:

According to Aronson, the jigsaw classroom is very simple use. These are the steps of jigsaw:

- a) Dividing students into 5-6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
- b) Appointing one student from each group as the leader. Initially, this person should be the most mature student in the group.
- c) Dividing the days' lesson into 5-6 segments. For example, if you want to ask to the students to write a topic about sport, you might divide the topic into stand-alone topic on: 1) football, (2) badminton, (3) swimming, (4) volley ball, (5) running.
- d) Assigning each student to learn one segment, making sure students have direct access only their segment.
- e) Giving students time to read the topic at least twice and become familiar with the topic.
- f) Forming temporary "expert group" by having one student from each jigsaw group join other students assigned to the same segment. Give students to the expert groups time to discuss the main point of their segment and to rehearse the presentation they will make to their jigsaw group.
- g) Bringing the student back into their jigsaw group.
- h) Asking each student to present her or his segment to the group
- i) Circulating from group to group, observing the process. If there is group having problem, for example; a member is dominating or disruptive, make an appropriate intervention.
- j) Giving a quiz on the material to find out students' achievement.<sup>12</sup>

## 3. The Advantages of Jigsaw II

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<sup>12</sup> Hoerunnisa and Suherdi, *The effectiveness of jigsaw in improving students' reading comprehension*.

The group task that follows individual peer teaching promotes discussion, problem-solving, and learning. Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions. Jigsaw can be an efficient cooperative learning strategy.

According to Aronson, the advantages of Jigsaw Method are:

- a) Improves students' motivation.
- b) Increases enjoyment of the learning experience.
- c) Increasing positive educational outcomes.
- d) Each student develops an expertise and has something important to contribute.
- e) Most teachers find jigsaw easy to learn.
- f) It can be used with other strategies.<sup>13</sup>

#### 4. The Disadvantages of Jigsaw II

There are also some disadvantages of using Jigsaw Method according to Johnson they are:

- a) Require some time to prepare students to learn how to work in groups.
- b) Require some time to make groups that each group has heterogeneity in their member ability.
- c) It forces teacher to make a special preparation for teaching in the class because teacher needs to prepare kinds of media.<sup>14</sup>

While according to Ibrahim *et al*, Cooperative learning Jigsaw II have some benefits, as follows :

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<sup>13</sup> Aronson in Artha Novela Purba, "*The Implementation of Jigsaw Technique in Reading Narrative Text at the Third Grade of SMP xaverius 4 Bandar Lampung*" *Skripsi* (Lampung : Faculty of Teacher Training and education of Lampung Bandar Lampung, 2018), 28

<sup>14</sup> Ibid

- a) Allow the students to developing their creativity, ability, and solving themselves problem in accordance with their own desires.
- b) The relation between the students and the teacher run in balanced way and make the learning atmosphere becomes closer so that will appear the harmonious atmosphere.
- c) Motivating the teachers to work more actively and creatively.
- d) Able to fuse various of learning approach, those are classroom, group, and individual approach.
- e) Increasing the responsibility of the students toward self learning and the other one learning.
- f) The students not only learn the material given, but they also have to giving and doing the material the other group members, so that their knowledge will increase.
- g) Accept the various and having a good social relationship in relation with learning.
- h) Increasing the cooperation ability cooperatively to learn the material given.<sup>15</sup>

From the explanations above, in the implementation of Jigsaw Method, it has some advantages. However, Jigsaw Method also has disadvantages that will face in the implementation of this method.

### ***G. Analytical Exposition Text***

Analytical Exposition is a kind of texts that used as the media in this research. According to Gerrot and Wignel, there are report, narrative, spoof, analytical exposition, hortatory exposition, discussion, explanation, procedure,

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<sup>15</sup> Ibrahim *et al*, “*pembelajaran kooperatif*” ( Surabaya : Surabaya University, 2001) 7-8

review, description, recount, news item and anecdote.<sup>16</sup> Analytical exposition is one of those kinds of text that taught in Senior High School.

Gerrot and Wignell said that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case.<sup>17</sup>

Based on the opinion above, the authors conclude that the analytical exposition text is a text that describes why something is important, for example why is sport important? Furthermore, this text is also intended to attract readers and persuade them to change their views about something.

### 1) Generic Structure of Analytical Exposition Text

#### a) Thesis

Introducing the topic and indicating the writer's point of view.

#### b) Argument

Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.

#### c) Reiteration

Restating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration:

From the fact above ...

I personally believe ...

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<sup>16</sup> Selvia Roza *et al*, "teaching writing analytical exposition text to senior high school students by using lottery game" English Department, The Faculty of Teacher Training and Education of Bung Hatta University[ n.d.]

<sup>17</sup> Gerrot and Wignel, "Making Sense of Functional Grammar: An Introductory of Workbook" (Australia: Gred Stabler AEE, 1994), 19  
<http://eprints.walisongo.ac.id/6685/3/CHAPTER%20II.pdf> (accessed on December 13, 2019)

Therefore, my conclusion is ...

In conclusion ...<sup>18</sup>

2) Purposes of Analytical Exposition Text

- a. To analyze the topic and to convince or influence the reader that this opinion is correct and supported by arguments.
- b. To convince the reader that the topics presented was an important topic to be discussed or gained attention by way of providing arguments or opinions that support the main idea or topic.<sup>19</sup>

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<sup>18</sup>“[n.p.] *Analytical Exposition ; Definition, Generic Structures, Purposes, Language Features*”, Online (<http://britishcourse.com/analytical-exposition-definition-generic-structures-purposes-language-features.php> accessed on December 13, 2019)

<sup>19</sup>Ibid

## CHAPTER III RESEARCH METHODOLOGY

### *A. Research Design*

Research design is the way of thinking and preparing to complete research and achieve the goal of the research.

This research is called quantitative research because it used numbers or statistics.

Aliaga and Gunderson have described the quantitative research methods very well. According to them “Quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analysed using mathematically based methods e.g. in particular statistics”.<sup>1</sup>

We could make the own definition through what has mentioned above that quantitative research is the research which is the data processed by using statistic system and will be involving the number.

This research has used quasi-experimental design. The prefix quasi means “resembling.” Thus quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions.<sup>2</sup>

Another definition stated by Hatch and Farhady, a quasi-experimental design is a practical that compromises between true experimentation and the nature of human language behavior which we wish to investigate.<sup>3</sup>

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<sup>1</sup> [n.p.] “Definitions available for quantitative research given by different authors” (UK essays, <https://www.ukessays.com/essays/psychology/definitions-available-for-quantitative-research-given-by-different-authors-psychology-essay.php> accessed on December 09, 2019)

<sup>2</sup> Cook and Campbell, *Quasi-experimentation: Design & analysis issues in field settings* (Boston, MA: Houghton Mifflin, 1979)

<sup>3</sup> Hatch and Farhady in Hoerunnisa and Suherdi, *The effectiveness of jigsaw in improving students' reading comprehension*, 5.

## ***B. Population and Sample***

### 1. Population

Sugiyono stated that Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions.<sup>4</sup>

Those the population of this research were all of the students of MAS Nida'ul Khairaat Pombewe.

### 2. Sample

Sample is a part of a subject or object that represents the population. Sampling must be in accordance with the quality and characteristics of a population. Sampling that is not in accordance with the quality and characteristics of a population will cause a study to be biased, unable to believe, and the conclusion could be wrong. This is because it cannot represent the population.<sup>5</sup>

The researcher has used a technique of sampling namely *quota sampling*, This sampling technique takes the number of samples that have been determined by the researcher<sup>6</sup>. Quota sampling is also known as judgmental, selective, or subjective sampling. The sample that used in this sampling technique is limited.

Quota sampling is to nonprobability sampling what stratified random is to probability sampling. In other words, quota sampling involves ensuring that the sample is like the population or certain characteristics.<sup>7</sup>

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<sup>4</sup> Sugiyono. *Metode penelitian kuantitatif*. (Bandung: Alfabeta, 2011), 147

<sup>5</sup> H. Moh. Pabundu Tika, *Metodologi Riset Bisnis* (Jakarta : Bumi Aksara, 2006), 33

<sup>6</sup> Heri. "10 Teknik Pengambilan Sampel dan Penjelasan Lengkapnya Lengkap (SAMPLING)", *Salamadian*, <https://salamadian.com/teknik-pengambilan-sampel-sampling/> [n.d.] (accessed on August 27, 2020)

<sup>7</sup> Sherri Jackson. *Research Method: A modular Approach* (US: ICC Macmillan Inc. 2007)99,<https://books.google.co.id/books?id=j09b2rTVRsAC&printsec=frontcover&hl=id#v=onepage&q&f=false> (accessed on August 31<sup>st</sup>, 2020)

Thus, corresponding with technique of sampling which has mentioned, the second grade of MAS Nida'ul Khairaat Pombewe will be the sample of this research. The second grade of MAS Nida'ul Khairaat Pombewe consisted of two classes, they were the Agama class and IPS class. Therefore, both of them taken as the sample, where the students of Agama class as the experimental class which have given the treatment by using Jigsaw method and the students of IPS class as the controlled class and without treatment.

### ***C. Research Site***

In accordance with the title of this research "Improving Students' Reading comprehension Through Jigsaw II Learning Method at the Second Grade of MAS Nida'ul Khairaat Pombewe. Thus, this research have been conducted in MAS Nida'ul Khairaat Pombewe, Sigibiromaru sub-district, Sigi District.

### ***D. Instrument***

The research instrument are all of the needs that have to be prepared before the researcher conduct the research. Instrument also defined as tools that are required to get information.

Gay and Airasian stated that instrument is a tool that is used in collecting data.<sup>8</sup> While, Arikunto revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy.<sup>9</sup>

The research instruments used by the researcher were the checklist sheet, the reading test which consisted of the pre-test which was conducted at the beginning of class and before the treatment, hence the post-test after the treatment (Text that used here was analytical exposition text), and camera for documentation.

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<sup>8</sup> Gay and Airasian in Maskhurin (<http://repo.iain-tulungagung.ac.id/394/3/skripsi%20CHAPTER%20III%2026-36.pdf>)[n.d.] (accessed on December 09, 2019)

<sup>9</sup> Ibid

### ***E. Technique of Data Collecting***

There were some steps that the researcher did in collecting the research data as follows:

#### 1. Observation

Observation is a systematic observation and recording of symptoms that appear on the object of research. Observation is further divided into two observation techniques, namely: the first, observations and records made on the object of the event, so that the observation is with the object under study, or also called direct observation. Secondly, indirect observation is an observation that is not done during the course of an event the event to be investigated, for example the event is observed through a film, a series of slides, or a series of photos.<sup>10</sup> The observation technique used in this research was direct observation.

The direct observation technique in this research was an observation about the physical condition of the school, facilities, and infrastructure, the learning process, the condition of educators and students.

The observation of this research divided into two part. The first when the researcher followed the English teacher to teach in the class, and the second during the researcher taught the studentds in the class. When the researcher followed the teacher teaching in the class. The researcher observed and noted the important things during the learning process. The researcher also made the checklist of learning process in the class, and the researcher put it in the appendix.

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<sup>10</sup> Sri Sumarni, *Metodologi Penelitian Pendidikan* (Yogyakarta, Insan Madani, 2012), 139-140

## 2. Determining participants

After observing, the researcher decided participants as the respondents. The second grade of MAS Nida'ul Khairaat consisted of 2 classes. Because the researcher used a quasi-experimental design, thus, both of the classes were taken. Those two classes were the Agama class and the IPS class. Thereupon, the researcher used the Agama class as the experimental class while the IPS class as a controlled class. For agama, the class contains 10 students, whereas the IPS class contains 11 students. Giving test

The tests intended here are as follows:

### a. Pre-test

The pre-test held before the treatment in order to find out how far the students' competence in reading comprehension. The test was in written form of multiple choices that consists of 20 questions along with five questions of answers (A, B, C, D, and E). The aim of this test was to measure the competence of the students' reading comprehension before treatment.

### b. Post-test

After the students given treatment on learning reading through jigsaw, the researcher gave them post test to measure their improvement in comprehension of reading taught by jigsaw method. The item of post test was similar with pre-test which was 20 items with four choices done in 30 minutes.

According to Hatch and Farhady, it formulated as follows:

**Table 1**  
**Scheme of Research**

G1	T1	X	T2
G2	T1	-	T2

In which:

G1 = Experimental Group

G2 = Control Group

T1 = Pre-test

T2 = Post-test

X = Treatment<sup>11</sup>

The reseracher has conducted the research and has entered the class in eight meetings, that included introductions, pre-test, treatment, and post-test.

### 3. Documentation

Suharsimi Arikunto defined the documentation method as "a way to collect data about things in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and so on".<sup>12</sup> The documentation in this study the researcher used to obtain the data related to the utilization of the school environment as a source of learning for students in MAS Nida'ul Khairaat Pombewe.

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<sup>11</sup> Gita Nurfalalah [n.d.] (file:///C:/Users/Acer/Downloads/post%20test%20hatch.pdf accessed on January 7, 2020)

<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2008), 274

### ***F. Technique of Data Analysis***

Data analysis is the process included the way of researcher to analyzed the result of the data of research systematically.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials. So that it could be easily understood, and the findings can be shared with others<sup>13</sup>.

Here were the some steps to analyzed the data:

#### 1) Scoring the pretest and posttest

The researcher was analyzed the students' standard score in the pretest and the post-test by using the following formula.<sup>14</sup>

$$\frac{A}{N} \times 100$$

Where: A = Students who answered the item correctly

N = Number of students who attend the item

100 = constant number

The researcher was analyzed the mean of the groups on pretest and posttest using the formula purposed by Hatch and Farhady<sup>15</sup>.

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

Where:

X = mean score

$\sum x$  = amount of each data

N = amount of data

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<sup>13</sup> Sugiyono, "*Metode Penelitian Kuantitatif, Kualitatif dan R&D*" (Bandung : CV Alfabeta, 2013) , 244

<sup>14</sup> Cohen L, "Research Method in Education (fifth ed.). London: Taylor & Francis e-Library, 2006),312

<sup>15</sup> Hatch & Farhady ( "Research Design and Statistic For Applied Linguistics, 1982),55

- 2) The researcher analyzed the standard deviation by used this formula:

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

Note:

$SD_D$  = standard deviation

D = difference between pre- and post-test

N = number of the students

- 3) The researcher was compared the mean score and the significant deviation by using formula suggested by Arikunto<sup>16</sup> as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Note :

$\sum x^2$  = Deviation score of experimental class

$\sum y^2$  = Deviation score of control class

N = Number of students

- 4) Determined the conclusions from the tabulated test results analyze data statistically by using manual calculations. To find out significant differences

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<sup>16</sup> Arikunto, ("Prosedur Penelitian Suatu Pendekatan Praktik", 2006), 312

or test hypotheses, researchers analyzed the data used the t-counted formula as follows:<sup>17</sup>

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{n_x + n_y - 2} \right] \left[ \frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

Note:

Mx = Mean of experimental class

My = Mean of control class

$\sum x$  = Sum of Square of experimental class

$\sum y$  = Sum of Square of control class

N<sub>x</sub> = Number of students of experimental class

N<sub>y</sub> = number of students of control class.

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<sup>17</sup> *Idem* "prosedur penelitian suatu pendekatan praktik" ( edisi revisi ke-6)

**CHAPTER IV  
RESEARCH FINDINGS AND DISCUSSIONS**

***A. Profile of MAS Nida'ul Khairaat Pombewe***

Name of the school : MAS Nida'ul Khairaat Pombewe

Head master : Mudmain Enga , S. Ag. MM

Reg. Number : 69788043

Address : Jl. Mahfud Godal, RT 01, Pombewe, Biromaru Sub-district, Sigi District, Central of Sulawesi Province.

Email : MA.nidaulkhairaat@gmail.com

Postal code : 94364

Facilities and Infrastructure :

**Table 2  
Facilities and infrastructure of the school**

No	Types of facilities and infrastructure	Total	Note
1.	Classroom	5	Fine
2.	Principal's room	1	Fine
3.	Teachers Room	1	Fine
4.	Admisnistration room	1	Fine
5.	Prayer room	1	Slightly damaged
6.	Library	1	Slightly damaged
7.	Student's toilet	1	Slightly damaged
8.	Tecaher's toilet	1	Slightly damaged
9.	Electricity/voltage	PLN/450 watt	-
10.	Student's desk	65	-
11.	Students's chair	65	-

12.	White board	3	-
13.	Teacher's teaching desk and chair	3	-
14.	UKS	1	Fine
15.	Class cupboard	0	-
16.	Sofa for guest	1	-
17.	Bookcase	2	-
18.	File cabinet	0	-
19.	Subject book	57	-
20.	Computer	1	-
21.	Printer	1	-
22.	Sports field	1	-
23.	Football field	1	-

*Source : Archive file belonging to MAS Nida'ul Khairaat Pombewe*

### ***B. The Background of the School***

As for the background for the establishment of MA Nida'ul Khairaat Pombewe were as follows.

- a) Because of the large number of supporting schools located in the village of Pombewe, among others:
  1. Mts Nidaul Khairaat Pombewe
  2. Mts Alkhairaat Biromaru
  3. Mts Al Istiqomah Lasoani

As an effort to increased the effectiveness and efficiency of quality education, it was necessary to undertake building procurement, both in the physical and non-physical fields. Another thing that is not less important was the school environment which also gives nuance to the personal sensitivity of students in developing their potential. The building in question is the physical environment of the school (school office building).

In order to made an effective administration at school and the condition of the school buildings are healthy and conducive, a proposal for funding

assistance for the construction of buildings and school office spaces was submitted to support the ongoing operational activities of MAS Nida'ul Khairaat Pombewe.

- b) There was much negative impact that appeared around of the students who cannot continued their study to the higher level (the college) such as the occurance of early marriage at school age.
- c) Lack of society's financial for the transportantion costs for their children who attended the school in the sub-dsitric capital or district capital, causing school dropouts.
- d) The distance between the school and student's home made they reluctant to go to school.
- e) There were students who lived in their landlady often made a misunderstanding between the parents and their landlady.

### ***C. Findings of the Data***

The researcher obtained the data of this research through some steps. Firstly, from the observation that was conducted in one day. Secondly from giving the test including pre-test and post-test, the test given was in the form of fill-in multiple choices, and the test material related to the analytical exposition text which was the material from the researcher. Lastly, the researcher tabulated the data by using manual statistical calculations.

### ***D. Findings of the Observation***

The observation here aimed to obtain the data based on visions and observations made by the researcher during the research process. The observations of this research divide into two parts. The first observation was carried out in one day and before the researcher entered the classroom to teach, and the second, during the reseracher teach the class. At first observation, the researcher followed the teacher to enter the class and paid attention to the learning activities. Thus, the researcher made notes about the activities in the class as follows.

At the first observation, the researcher made the checklist sheet about the process of learning in the class as follows:

**Table 3**  
**The checklist of the learning process in the class**

No	Observed aspects	Description done or not	
		Yes	No
1.	The students pray before the class began	✓	
2.	Attendance	✓	
3.	Readiness to receive learning		✓
4.	The students listen and answer the initial explanation	✓	
5.	The courage of the students to take apart of the reading activity in the class		✓
6.	The students pay attention to the teacher's explanations		✓
7.	Actively notes the various explanations given		✓
8.	The students work on assignments from the teacher in orderly manner		✓
9.	All of the students submit the assignment to the teacher	✓	
10.	The teacher together with the students to conclude the learning	✓	
11.	The students pray before leave the class	✓	

*Source : the researcher's observation checklist*

Based on the checklist above, there was one thing that the teacher forgot, namely giving the reinforcement to the students before closing the class. Giving the reinforcement before the teacher left or before the class ended is important and compulsory to do as the teacher because the students have to get the reinforcement of what have learned. So that they can remember what have learned about. Moreover, giving reinforcement included in the lesson plan. Sanjaya said

that the reinforcement process can give a positive effect on the students' attitude.<sup>1</sup> So that every teacher has to apply that.

After the class was over, the researcher's observations were based on the notes of the researcher above, the researcher concluded that the teacher as a whole carried out the procedures for the class activities properly and sequentially.

Furthermore, the researcher's observations were continued by interviewing with the English teacher. Subsequently, the researcher also interviewed the students about their learning process of reading in the class. As a result of the interviews from the teacher, the students' English comprehension were still lacking, notably in pronunciation and reading comprehension.<sup>2</sup> Meanwhile, the information that the researcher obtained from the students, they said that in every reading activities in the class was made them bored, because the teacher just explained the material and asked the students to read.<sup>3</sup>

The next observation conducted by the researcher during the treatment by using the Jigsaw II method. At this stage, the researcher tried to find the differences about the students attention of the learning method that the teacher applied at the first observation and when the researcher gave the treatment by using Jigsaw II method, the researcher made the note about the learning process in the class during the treatment process. Based on the observation result, the fact was the students more active in the class when they taught by using the Jigsaw II learning method compared to the method applied by the teacher.

### ***E. Findings of the Pre-test***

The pre-test aimed to measure the students' initial ability to understand reading English text. The pre-test was conducted on July, 24<sup>th</sup>, 2020, and it was

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<sup>1</sup> Pratiwi, M. B. A, Sudirman, Adnyani, L. D. S, "a study of the reinforcement used by english teacher in 6a class at sd lab undiksha singaraja", *English Language Education, Ganesh University of Education, Singaraja 2*, No.3 (August 2018): 117

<sup>2</sup> Zilyarti S. Pd English teacher of MAS Nida'ul Khairaat Pombewe, *interview*, Sigi July 21<sup>st</sup>, 2020

<sup>3</sup> The second-grade students of MAS Nida'ul Khairaat Pombewe, *interview*, Sigi July 21<sup>st</sup>, 2020

held at the first meeting and before treatment. The researcher prepared material in form of multiple choices and consisted of 20 questions, each question along with A, B, C, D, and E options. The students had 35 minutes, because of the pandemic, the time of English subject changed to 2 x 45 minutes that in previous one was 2 x 60 minutes. The researcher also provided the text above of questions, the students were asked to answer and choose the correct answer by reading the text.

At the first meeting, the researcher entered both of the classes, which were Agama class (as the experimental class) and IPS class (as the controlled class). Why did the researcher decide to combine both of those classes at the first meeting? Because at the first meeting the researcher just one to introduced himself and gave the test. Moreover, the test that was given to both of the classes was the same.

After the researcher got the result of the students' test. The researcher provided category provisions for the given test, namely :

**Table 4**  
**Qualification of Students' Scores**

Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good
80-89	Very good
90-100	Excellent

*Source: Archive file belonging to MAS Nida'ul Khairaat Pombewe*

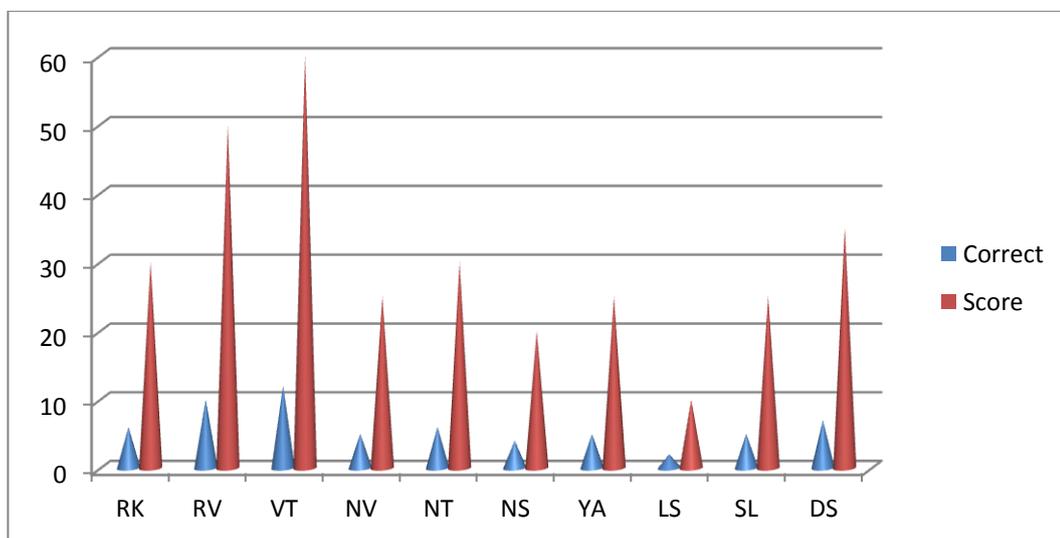
Hence, the researcher described the test result data as follows:

**Table 5**  
**The results of pre-test of the controlled class**

No	Initial name	Correct	Score	Category	Qualification
1	RK	6	30	Very low	Unsuccessful
2	RV	10	50	Low	Unsuccessful
3	VT	12	60	Enough	Unsuccessful
4	NV	5	25	Very low	Unsuccessful
5	NT	6	30	Very low	Unsuccessful
6	NS	4	20	Very low	Unsuccessful
7	YA	5	25	Very low	Unsuccessful
8	LS	2	10	Very low	Unsuccessful
9	SL	5	25	Very low	Unsuccessful
10	DS	7	35	Low	Unsuccessful
<b>Amount</b>		<b>62</b>	<b>310</b>		

Beside the data presented as the table, the researcher also made the chart form of the data as follows

**Chart 1**  
**The results of pre-test of the controlled class**



Based on the table and chart above, it can be seen that total correct answer from all of the students was 62, while the total score of all of them was 310. The passing grade of the English subject was 70. Then, If seen from the results of each of them there was no one that successful to reach the passing grade of English subject. It means that IPS class students (controlled class) were still low in reading skills at the first test.

After the researcher obtained the data. Therefore, the researcher needed to know mean score by using formula proposed by Hatch and Farhady<sup>4</sup> as follows:

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

$$\bar{X} = \frac{310}{10}$$

$$\bar{X} = 31$$

Accordingly, based on the calculation above the mean (average score) of the pre-test of the controlled class = 31

**Table 6**  
**The results of pre-test of the experimental class**

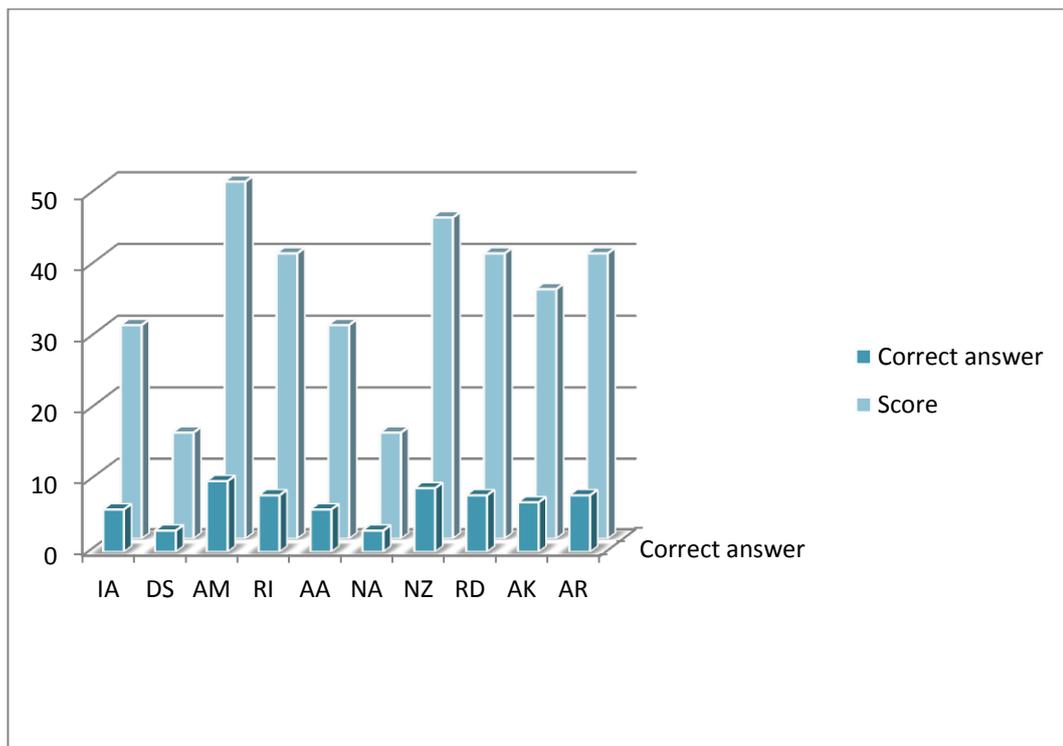
No	Initial name	Correct	Score	Category	Qualification
1	IA	6	30	Very low	Unsuccessful
2	DS	3	15	Very low	Unsuccessful
3	AM	10	50	Low	Unsuccessful
4	RI	8	40	Low	Unsuccessful
5	AA	6	30	Very ow	Unsuccessful

<sup>4</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied

6	NA	3	15	Very low	Unsuccessful
7	NZ	9	45	Low	Unsuccessful
8	RD	8	40	Low	Unsuccessful
9	AK	7	35	Low	Unsuccessful
10	AR	8	40	Low	Unsuccessful
<b>Amount</b>		<b>68</b>	<b>340</b>		

In addition to the result of the data above, the researcher also made it in chart form as follows:

**Chart 2.**  
**The results of pre-test of experimental class**



Based on the table and chart about the result of the pre-test of the experimental class students above, it can be seen that the amount of all of the students' correct answers after added up was 68, and the amount of the score of all the students after added up was 340. Build upon the result, the researcher concluded that the reading skills of Agama class (experimental class) still low and below of passing grade. Same as the controlled class, in the experimental class there was no one successful before the researcher conducted the treatment.

After the researcher obtained the data. Therefore, the researcher needed to know mean score by using the formula proposed by Hatch and Farhady<sup>5</sup> as follows:

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

$$\bar{X} = \frac{340}{10}$$

$$\bar{X} = 34$$

Accordingly, based on the calculation above the mean (average score) of the pre-test of the experimental class = 34, it was higher than the controlled class.

### ***F. Findings of the Post-test***

Post-test aimed to determine whether there were changed in students' reading skills after the pre-test and after given treatment. The researcher held the post-test on August 24<sup>th</sup> of 2020. The test of post-test was same with the pre-test, it consisted of 20 questions of multiple choices along with A,B,C,D, and E answer and the students have 35 minutes time to finished it. Result of post test will be described below:

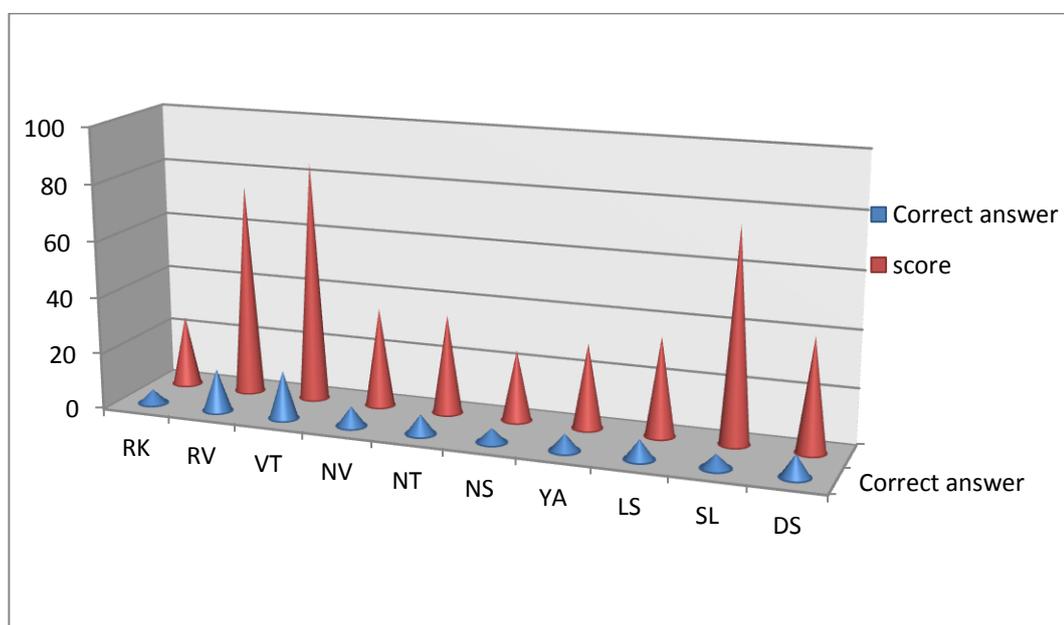
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<sup>5</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied

**Table 7 : The results of post-test of the controlled class**

No	Initial name	Correct Answer	Score	Category	Qualification
1	RK	5	25	Very low	Unsuccessful
2	RV	15	75	Good	Succesfull
3	VT	17	85	Very good	Successful
4	NV	7	35	Low	Unsuccessful
5	NT	7	35	Low	Unsuccessful
6	NS	5	25	Very low	Unsuccessful
7	YA	6	30	Very low	Unsuccessful
8	LS	7	35	Low	Unsuccessful
9	SL	5	75	Good	Successful
10	DS	8	40	Low	Unsuccessful
<b>Amount</b>		<b>82</b>	<b>460</b>		

Apart from the table above, the researcher also provided the result of post-test of controlled class as follows:

**Chart 3. The results of post-test of the controlled class**

After the researcher made the table and chart of the post-test of the control class result, he also needed to know the the mean of these data. It will be formulated by using the formulation proposed by Hatch and Farhady<sup>6</sup> as follows :

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

$$\bar{X} = \frac{460}{10}$$

$$\bar{X} = 46$$

Then, the mean was 46. And it was higher than mean of their pre-test.

**Table 8**  
**The results of post-test of the experimental class**

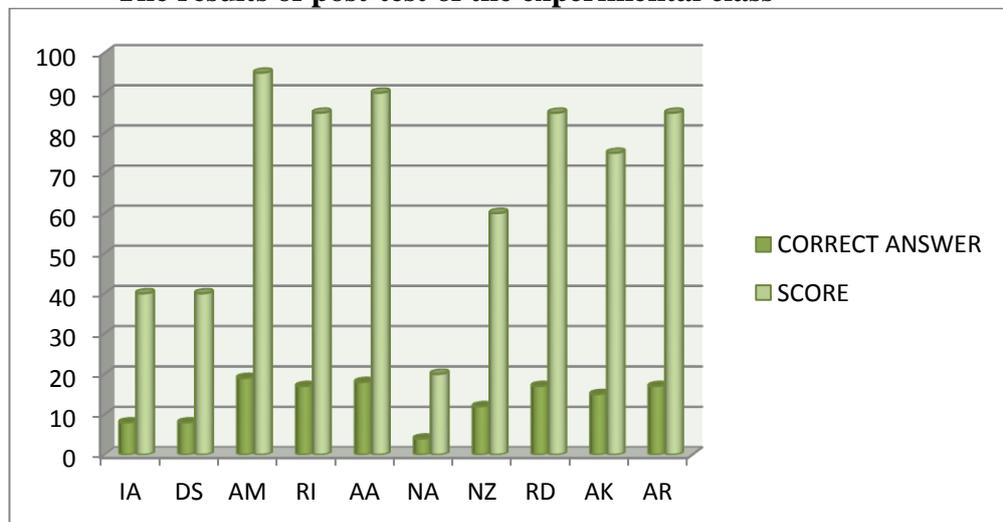
No	Initial name	Correct answer	Score	Category	Qualification
1	IA	8	40	Low	Unsuccessful
2	DS	8	40	Low	Unsuccessful
3	AM	19	95	Excellent	Successful
4	RI	17	85	Very good	Successful
5	AA	18	90	Excellent	Successful
6	NA	4	20	Very low	Unsuccessful
7	NZ	12	60	Enough	Unsuccessful

<sup>6</sup> Hatch, E & Farhady. H. (1982:55) "Research Design and Statistic For Applied

8	RD	17	85	Very good	Successful
9	AK	15	75	Good	Successful
10	AR	17	85	Very good	Successful
<b>Amount</b>		<b>135</b>	<b>675</b>		

In addition to the result of the data above, the researcher also made it in chart form as follows.

**Chart 4**  
**The results of post-test of the experimental class**



After the researcher made the table and chart of the post-test of the controlled class result, he also needed to know the the mean of these data. It will be formulated by using the formulation proposed by Hatch and Farhady<sup>7</sup> as follows :

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

<sup>7</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied

$$\bar{X} = \frac{675}{10}$$

$$\bar{X} = 67,05$$

Then the mean was 67,5. It was higher than the mean of their pre-test.

Since the researcher calculated the mean score of both of the classes, further the researcher made the table of deviation and square deviation of both of the classes as follows.

**Table 9: Deviation and square deviation of controlled class**

No	Initial name	Tests Score		Deviation	Square deviation
		Pre	Post	Y	y <sup>2</sup>
1	RK	30	35	5	25
2	RV	50	75	25	625
3	VT	60	85	25	625
4	NV	25	35	10	100
5	NT	30	35	5	25
6	NS	20	25	5	25
7	YA	25	30	5	25
8	LS	10	35	25	625
9	SL	25	75	50	2.500
10	DS	35	40	5	25
<b>Amount</b>		<b>350</b>	<b>535</b>	<b>160</b>	<b>4600</b>

After made the table of deviation and square deviation of controlled class, hence the researcher made the deviation and square deviation of experimental class as follows.

**Table 10**  
**Deviation and square deviation of experimental class**

No	Initial name	Tests Score		Deviation	Square deviation
		Pre	Post		
1	IA	30	40	10	100
2	DS	15	40	25	625
3	AM	50	95	45	2025
4	RI	40	85	45	2025
5	AA	30	90	60	3600
6	NA	15	20	5	25
7	NZ	45	60	15	225
8	RD	40	85	45	2025
9	AK	35	75	40	1600
10	AR	40	85	45	2025
<b>Amount</b>		<b>340</b>	<b>675</b>	<b>335</b>	<b>14275</b>

After obtained the deviation and square deviation of the controlled ad experimental classes. Then, the researcher was carried out to calculate the mean deviation ( $M_D$ ) of the two classes used the formula:

$$M_x = \frac{\sum x}{n}$$

1. Experimental Class

2. Controlled class

$$M_x = \frac{335}{10}$$

$$M_y = \frac{160}{10}$$

$$M_x = 33.5$$

$$M_y = 16$$

Next, the researcher analyzed the square deviation of control and experimental classes by using the formula as follows:

1. Experimental class

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 14275 - \frac{(335)^2}{10}$$

$$\sum x^2 = 14275 - \frac{112.22}{10}$$

$$\sum x^2 = 14275 - 11222.5$$

$$\sum x^2 = 3052.5$$

2. Controlled class

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{n}$$

$$\sum Y^2 = 4600 - \frac{(160)^2}{10}$$

$$\sum Y^2 = 4600 - \frac{25600}{10}$$

$$\sum Y^2 = 4600 - 2560$$

$$\sum Y^2 = 2040$$

t-counted

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{33.5 - 16}{\sqrt{\left(\frac{3052.5 + 2040}{10 + 10 - 2}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{17.5}{\sqrt{\left(\frac{5092.5}{18}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{17.5}{\sqrt{\left(\frac{509.25}{18}\right)\left(\frac{2}{10}\right)}}$$

$$t = \frac{17.5}{\sqrt{(282.91)(0.2)}}$$

$$t = \frac{17.5}{\sqrt{(56.58)}}$$

$$t = \frac{17.5}{7.52}$$

$$t = 2.327$$

### ***G. Testing Hypotheses***

The last step was testing the hypothesis, there were two hypotheses in this research, namely the null hypothesis ( $H_0: \beta = 0$  : the Jigsaw learning method cannot improve the student's reading comprehension at the second grade of MAS Nida'ul Khairaat Pombewe), and the alternative hypothesis ( $H_a: \beta \neq 0$  : the Jigsaw learning method can improve the student's reading comprehension at the second grade of MAS Nida'ul Khairaat Pombewe). The researcher needed to know which hypotheses that accepted, so that the researcher tested the hypotheses, where :

- a. If the t-counted was higher than the t-table, it means that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, the use of Jigsaw II learning method can improve the student's reading comprehension at the second grade of MAS Nida'ul Khairaat Pombewe.
- b. If the the t-counted was lower than the t-table, it means that the null hypothesis was accepted and alternative hypothesis was rejected. In other words, the use of Jigsaw II learning method cannot improve the student's reading comprehension at the second grade of MAS Nida'ul Khairaat Pombewe.

However, before decided which hypothesis was accepted and rejected, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom (df)  $N_x + N_y - 2 = 10 + 10 - 2 = 18$ . The researcher used the interpolation formula as follows:

$$\frac{a}{b} \times c$$

Based on the result of degree of freedom above, we know that the value 18 lied between the interval 10 and 30, so :

$$a = 18 - 10$$

$$= 8$$

$$b = 30 - 10$$

$$= 20$$

$$c = 10 \Rightarrow 2.228$$

$$= 30 \Rightarrow 2.042$$

$$= 2.228 - 2.042$$

$$= 0.186$$

$$\frac{a}{b} \times c = \frac{8}{20} \times 0.186$$

$$= 0.0744$$

$$\text{Df (18)} = 2.228 - 0.0744$$

$$\text{t-table} = 2.153$$

Based on the result of the data analysis above, we can see that t-table was 2.153, while the t-counted was 2.327. It means that  $H_a$  was accepted. In other words, the use of the Jigsaw II learning method can improve the students' reading comprehension at the second grade of MAS Nida'ul Khairaat Pombewe.

### ***H. Discussions***

In this section, the researcher described and discussed about the results of the research.

In collecting the research data, at the first and last meeting the researcher gave both of the classes tests, namely pre-test and post-test.

The pre-test results from the controlled class showed their mean score ( $\bar{X}$ ) was 31. Meanwhile, the pretest results for the experimental class were 34, greater than the pretest scores for the control class. Moreover, after the researcher gave the pretest, then the researcher gave the post-test to the two classes where the questions from the posttest were the same as the pre-test. The result of the post-test mean score for the controlled class is 46. Meanwhile, for the experimental class it is 67.05, greater than the mean score of the controlled class. Based on the result of their post-test, it showed that in the controlled class, there were 3 students out of 10 who can pass the minimum of standard achievement 70 (KKM), while in the experimental class there were 6 students out of 10 who success to passed the KKM.

After knowing the mean score of the pre-test and post-test in both classes. Furthermore, the researcher calculated the results of the calculated t value and t table from the data, which the results of the calculation showed that the calculated t counted was 2.327 and the t table was 2.153. Refers to the scientific provisions of the research that if the t counted is greater than the t table, it means that the research is declared successful and vice versa. As the conclusion that the use of the Jigsaw II learning method can improve the students' reading comprehension at the second grade of MAS Nida'ul Khairaat Pombewe.

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

### ***A. Conclusions***

Based on the previous discussion and the result of the research above, the researcher concludes that :

1. At the beginning of the meeting, the students' reading skills in both the experimental class and the controlled class were still low. We can see that based on the result of their pre-test which was very low and no one can pass the KKM or the minimum of standard achievement.
2. After the treatment given, it shows that there is a significant improvement in the reading skills of the students at the experimental class. This can be seen from the result of their post-test.
3. Based on the result of the data presented above, it shows that the use of the Jigsaw II learning method can improve the reading comprehension of the second-grade students' of MAS Nida'ul Khairaat Pombewe.

Where:

The result of the t-counted was 2.327, while the t-table was 2.153 lower than the t-counted.

### ***B. Suggestions***

In favor of increase the English teaching quality, the researcher would like to give so suggestions as follows:

1. The students should learn more about reading, particularly in the use of the Jigsaw II method.
2. Teachers should improve their method in the learning process of the class such as using the Jigsaw II method.
3. Further researchers who get the same research should use this research as the guidance to develop their research.

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## APPENDIX

### Pre-test and post-test of students

#### This text for number 1 - 2

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins. They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. Who is responsible for defense?
  - A. Federal government
  - B. State Government
  - C. Federal and State Government
  - D. Federal and Local Government
  - E. Local Government
2. The litter management is the responsibility of ....
  - A. all governments
  - B. Australia
  - C. Federal government
  - D. State government
  - E. Local government

#### This text for number 3- 6

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests. Firstly, the chemicals in the pesticides may build up as residues in the

environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

3. Which of the following is not directly affected by pesticides used?
  - A. Plants
  - B. Ecology
  - C. Animals.
  - D. Environment.
  - E. Human Beings
4. What can you say about paragraph two and four?
  - A. The fourth paragraph supports the idea stated in paragraph two.
  - B. Both paragraphs tell about the disadvantages of using pesticides.
  - C. Both paragraphs tell about how pesticides affect the quality of farm products.
  - D. The statement in paragraph is contrary to the statement in paragraph four.
  - E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.
5. One of the disadvantages of using chemical pesticides is ...
  - A. killing fish and bees.
  - B. increasing crops productivity.

- C. creating balanced ecosystem.
  - D. causing the pests to become inactive
  - E. helping reduce pollutants in the environment.
6. Secondly, pests can gradually become resistant to pesticides. (paragraph 3). The word resistant in the sentence above means ...
- A. weak
  - B. fragile
  - C. damage
  - D. unaffected
  - E. Unbalanced

**This text for number 7-11**

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

7. What one of the diseases caused by pollution?
- A. HIV / AIDS
  - B. Bronchitis
  - C. Liver
  - D. Fever
  - E. Cholera

8. What tense is mostly used in the text?
  - A. Past tense
  - B. Simple present tense
  - C. Simple perfect tense
  - D. Present continuous tense
  - E. Past continuous tense
9. What is the purpose of the text?
  - A. To persuade reader about the Cars Should Be Banned In The City
  - B. To explain the characteristics the Cars Should Be Banned In The City
  - C. To inform readers about Cars Should Be Banned In The City
  - D. To describe Cars Should Be Banned In The City
  - E. To entertain readers about Cars Should Be banned In The City
10. The following sentences are true, except ...
  - A. the cars contribute the most of pollution in the world.
  - B. the cars are very noisy.
  - C. the cars can also cause many deaths and other road accidents.
  - D. the car cans accelerate the transport.
  - E. the cars today are our roads biggest killers.
11. What the title text above?
  - A. Cars should be banned in the city
  - B. Cars cause pollution.
  - C. Car giant killer street.
  - D. Car facilitate transportation.
  - E. Cars cause noise of the city.

**This text for number 12-14**

I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

To begin with, mobile phones are necessary in the case of emergencies. For instance, if you fall down a set of stairs in a building and are badly injured and

can't reach a pay phone, it is handy to have one to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth.

My other main reason is that mobile phones are convenient for business people. For example, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I believe that mobile phones have now become a necessary part of every day life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

12. How many reasons are used to support the writer's opinion?
  - A. One reason
  - B. Two reasons
  - C. Three reasons
  - D. Four reasons
  - E. Five reasons
13. Why are mobile phones very convenient for business people?
  - A. They can contact clients
  - B. They can do some important works
  - C. They can receive some important information
  - D. They can send some data and surf Internet
  - E. They can run business by staying in and out office
14. What is the main idea of the second paragraph?
  - A. The advantages cellular phones during the emergencies
  - B. The solution to do when your car breaks down

- C. The danger to leave a mobile phone in the car
- D. The differences of a mobile phone and a pay phone
- E. The necessary equipments among neighbours

**This text fro number 15-17**

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

15. The text gives us information about ....
- A. The ways to minimize global warning
  - B. The ways to increase global warning
  - C. The effects of global warning
  - D. The importance of consuming local groceries
  - E. The importance of knowing global warning
16. To reduce the global warming we should ....
- A. Buy import product
  - B. Buy expensive clothes
  - C. Consume frozen foods

- D. Consume fresh foods
  - E. Not use electricity efficiently
17. We are helping reduce the amount of global warming” (Paragraph 2)
- The reduce word can be replaced by ....
- A. Increase
  - B. Decrease
  - C. Improve
  - D. Add
  - E. Maximize

**This text for number 18 - 20**

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human’s body.

The second reason is that there is no tight control from the government. This condition makes the people’s health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen’s bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives.

Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

18. Why is formalin dangerous for human`s body?
- A. It is not food preservatives

- B. It is a disinfectant for human beings
  - C. It is used to preserve biological specimens
  - D. It is 10% solution of formaldehyde in water
  - E. It is controlled tightly from the government
19. The main idea of paragraph two is ....
- A. The human`s bodies will be harmful after consuming the formalin
  - B. The government has not controlled the use of formalin firmly
  - C. The weak control of using formalin is not threatening the human
  - D. The human`s bodies will be harmful after consuming the formalin
  - E. The use of formalin is known all over the regions
20. Based on the facts above, the writer suggest that ... .
- A. People have to avoid consuming formalin in their food
  - B. The use of formaldehyde is necessary to control the food
  - C. People should add 100% solution of formaldehyde in water
  - D. The food preservative is required to make the food delicious
  - E. Food seller is supposed to pour formalin for vegetables and food products



## PENGAJUAN JUDUL SKRIPSI

Nama	: AGUS AWALUDIN	NIM	: 161160053
TTL	: BERINGIN JAYA, 20-08-1999	Jenis Kelamin	: Laki-laki
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: VI
Alamat	: DESA KONINIS KEC. SIMPANG RAYA	HP	: 082297391067
Judul			

Judul I

ENHANCING THE STUDENTS READING SKILLS THROUGH THE JIGSAW II LEARNING METHOD BY USING ANALYTICAL EXPOSITION TEXT AT FIRST GRADE IN SMK N 5 PALU

Judul II

THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE METHOD TO INCREASE THE STUDENTS LISTENING SKILLS AT FIRST GRADE IN SMK N 5 PALU

Judul III

THE USE OF COOPERATIVE LEARNING TYPE NUMBERED HEADS TOGETHER TO INCREASE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT FIRST GRADE IN SMK N 5 PALU

Palu, 10.....Juli.....2019  
Mahasiswa,

AGUS AWALUDIN  
NIM. 161160053

Telah disetujui penyusunan skripsi dengan catatan :

~ get more references exp for teori  
~

Pembimbing I : Drs. Muhammad Ihsan, M.Ag.

Pembimbing II : Juni Amelia, S.Pd. M.Pd.

a.n. Dekan  
Wakil Dekan Bidang Akademik  
dan Pengembangan Kelembagaan,

Dr. HAMLAN, M.Ag.  
NIP. 196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum  
NIP. 197407262000032002

P KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 391 TAHUN 2019

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
1. Drs. Muhamad Ihsan, M. Ag
  2. Yuni Amella, S.Pd, M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Agus Awaludin  
NIM : 16.1.16.0053  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : ENHANCING THE STUDENTS READING SKILLS THROUGH THE JIGSAW II LEARNING METHOD BY USING ANALYTHING EXPOSITION TEXT AT FIRST GRADE IN SMK N 5 PALU

- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



- Tembusan :
1. Rektor IAIN Palu;
  2. Kepala Biro AUAK IAIN Palu.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN  
UJIAN PROPOSAL SKRIPSI

Nama : Agus Awwaludin  
 NIM : 161160053  
 SMT/Prodi/Kelas : VII / TBIG 2  
 Alamat : Jl. Towua  
 No. Tlp / HP : 082292669863  
 Pembimbing :  
 I. Drs. Muhammad Ihsan, M.Ag  
 II. Yuni Amelia, S-pd., M.pdi  
 Judul : IMPROVING STUDENTS READING SKILLS THROUGH THE  
 JERAWA II LEARNING METHOD AT THE SECOND GRADE  
 OF SMKN 5 PALU.

No.	Persyaratan	Checklist (Ditai oleh Ketua Prodi)		Ket.
		Ada	Tidak	
1	Fotokopi tanda bukti pembayaran SPP semester berjalan			
2	Fotokopi tanda bukti pembayaran Ujian.			
3	Fotokopi Kliring Nilai Sementara / KHS dari semester I-VII			
4	Mempersiapkan Power Point untuk bahan presentasi.			
5	Fotokopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing sebanyak 3 (Tiga) rangkap dengan map transparan warna hijau.			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasihat Akademik	Pemohon
(.....) NIP.	(.....) NIP.	(Agus Awwaludin, .....) NIM. 161160053
Catatan Dosen Pembimbing I/II:	Catatan Dosen Penasihat Akademik:	

Penguji : H. Murdin, S.Sos., M.Com., PhD	Persetujuan Ketua Prodi    (Dr. Hj. Mik. Asmawati, S.Ag, M.Hum) NIP. 197407262000032002
Hari/Tgl : H. Murdin, PhD	
Waktu :	
Tempat :	



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALU

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STATE INSTITUTE FOR ISLAMIC STUDIES PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460185

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 34/In.13/F./PP.00.9/04/2020 Palu, 20 April 2020  
Sifat : Penting  
Lamp : -  
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Drs. Muhammad Ihsan, M.Ag. (Pembimbing I)
2. Yuni Amelia S.Pd., M.Pd. (Pembimbing II)
3. H. Nurdin, M.Com., Ph.D. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-  
Palu

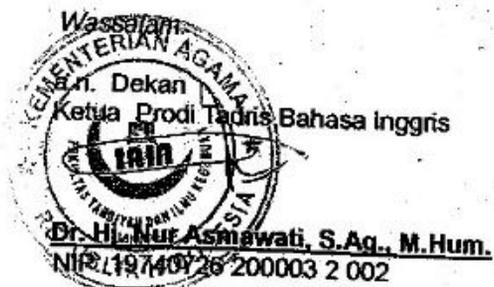
*Assalamu Alaikum War. Wab*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Agus Awaluddin  
NIM : 161160053  
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)  
Judul Skripsi : Improving Students' Reading Skills Through The Jigsaw II Learning Method At The Second Grade of SMKN 5 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Kamis, 23 April 2020  
Waktu : 09.00 Wita - Selesai  
Tempat : Ruang Rapat FTIK Lt. 2 FTIK



Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



**BERITA ACARA  
SEMINAR PROPOSAL SKRIPSI**

Pada hari ini <sup>Kamis</sup> ~~Senin~~, tanggal 23 bulan <sup>April</sup> ~~Agustus~~ tahun 2020, telah dilaksanakan Seminar Proposal Skripsi :

Nama : AGUS AWALUDIN

NIM : 161160053

Jurusan : Tadris Bahasa Inggris (TBI - ...?)

Judul Skripsi : IMPROVING STUDENT READING SKILL THROUGH THE DIGITAL 2 LEARNING METHOD AT THE SECOND GRADE OF IAIN PALU

Pembimbing : I. Dr. Muhammad Ihsan, M.Ag.

II. Yuni Amelia, S.Pd., Mpd

Penguji : H. Nurdin, S.Sos., M.Com., Ph.D

**SARAN-SARAN PENGUJI/FEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	92	explain what reading skill in more detail and differentiate it from reading comprehension
2.	BAHASA & TEKNIS PENULISAN	93	good, except for some use of diction
3.	METODOLOGI	93	good
4.	PENGUASAAN	95	very good
5.	JUMLAH		
6.	NILAI RATA-RATA		

Pembimbing I,

Dr. Muhammad Ihsan, M.Ag.  
NIP. 196505301992031006

Pembimbing II,

NIP.

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 197407262000032002

Palu, Kamis, 23-04-2020

Penguji,

NIP.



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI/ Ganjil  
 Materi Pokok : Teks eksposisi analitis  
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-2)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan jenis teks eksposisi analitis.
2. Mengidentifikasi makna dan definisi dari teks eksposisi analitis.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.
4. Memahami informasi yang terdapat dalam teks eksposisi analitis.
5. Mampu menyampaikan kembali informasi yang terdapat dalam teks eksposisi analitis.

### B. Media/alat, Bahan, dan Sumber Belajar

**Media :** students' worksheet and whiteboard

**Bahan :** spidol, papan tulis, dan materi dari guru berupa teks eksposisi analitis.

**Sumber belajar :** kamus bahasa inggris, internet, dan materi dari guru.

### C. Langkah – Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menjelaskan atau mengenalkan tentang materi yang akan dilaksanakan pada pertemuan berlangsung serta memberi gambaran terkait materi tersebut.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan inti (35 menit)</b>	
<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi yang dipelajari.
<b>Critical thinking</b>	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi yang dipelajari.
<b>Collaboration</b>	Siswa dibentuk menjadi beberapa kelompok jigsaw untuk mendiskusikan, dan mempresentasikan ulang tentang materi yang dipelajari.
<b>Communication</b>	Siswa diberi kesempatan untuk mempresentasikan kembali materi yang telah didiskusikan dari kelompok jigsaw didepan kelas.
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung	
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

### D. Penilaian Hasil Pembelajaran

**Penilaian kognitif** = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

**Penilaian affektif** = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 24 Juli, 2020.

Mengetahui



Guru mapel

Agus Awaludin  
NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / Ganjil  
 Materi Pokok : Teks eksposisi analitis  
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-3)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan jenis teks eksposisi analitis.
2. Mengidentifikasi makna dan definisi dari teks eksposisi analitis.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.
4. Memahami informasi yang terdapat dalam teks eksposisi analitis.
5. Mampu menyampaikan kembali informasi yang terdapat dalam teks eksposisi analitis.

### B. Media/alat, Bahan, dan Sumber Belajar

**Media :** students' worksheet and whiteboard

**Bahan :** spidol, papan tulis, dan materi dari guru berupa teks eksposisi analitis.

**Sumber belajar :** kamus bahasa Inggris, internet, dan materi dari guru.

### C. Langkah - Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menanyakan kepada siswa tentang materi yang telah dipelajari sebelumnya dan materi yang akan dipelajari pada pertemuan berlangsung.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan inti (35 menit)</b>	
<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi yang dipelajari.
<b>Critical thinking</b>	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi yang dipelajari.
<b>Collaboration</b>	Siswa membentuk kembali kelompok jigsaw yang telah dibuat pada pertemuan sebelumnya.
<b>Communication</b>	Siswa diberi kesempatan untuk melanjutkan presentasi yang belum diselesaikan pada pertemuan sebelumnya terkait materi tentang eksposisi analitis
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

### D. Penilaian Hasil Pembelajaran

**Penilaian kognitif** = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

**Penilaian affektif** = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 25 Juli, 2020.

Mengetahui



Guru mapel

Agus Awaludin  
 NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / Ganjil  
 Materi Pokok : Teks eksposisi analitis  
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-4)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan jenis teks eksposisi analitis.
2. Mengidentifikasi makna dan definisi dari teks eksposisi analitis.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.
4. Memahami informasi yang terdapat dalam teks eksposisi analitis.
5. Mampu menyampaikan kembali informasi yang terdapat dalam teks eksposisi analitis.

### B. Media/alat, Bahan, dan Sumber Belajar

**Media :** students' worksheet and whiteboard

**Bahan :** spidol, papan tulis, internet, dan materi dari guru berupa teks eksposisi analitis.

**Sumber belajar :** kamus bahasa Inggris dan materi dari guru.

### C. Langkah - Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menjelaskan atau mengenalkan tentang materi yang akan dilaksanakan pada pertemuan berlangsung serta memberi gambaran terkait materi tersebut.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan inti (35 menit)</b>	
<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi yang dipelajari.
<b>Critical thinking</b>	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi yang dipelajari.
<b>Collaboration</b>	Siswa dibentuk menjadi beberapa kelompok jigsaw untuk mendiskusikan, dan mempresentasikan ulang tentang materi yang dipelajari.
<b>Communication</b>	Siswa diberi kesempatan untuk mempresentasikan kembali materi yang telah didiskusikan dari kelompok jigsaw didepan kelas.
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung	
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

### D. Penilaian Hasil Pembelajaran

**Penilaian kognitif** = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

**Penilaian affektif** = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 31 Juli, 2020.

Mengetahui  
  
 Kepala Madrasah  
**Mudman Ega S. Ag. MM**  
 NIP. 197406142002121002

Guru mapel

**Agus Awaludin**  
 NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / Ganjil  
 Materi Pokok : Teks eksposisi analitis  
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-5)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan jenis teks eksposisi analitis.
2. Mengidentifikasi makna dan definisi dari teks eksposisi analitis.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.
4. Memahami informasi yang terdapat dalam teks eksposisi analitis.
5. Mampu menyampaikan kembali informasi yang terdapat dalam teks eksposisi analitis.

### B. Media/alat, Bahan, dan Sumber Belajar

**Media :** students' worksheet and whiteboard

**Bahan :** spidol, papan tulis, dan materi dari guru berupa teks eksposisi analitis.

**Sumber belajar :** kamus bahasa inggris, internet, dan materi dari guru.

### C. Langkah - Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.

Menanyakan kepada siswa tentang materi yang telah dipelajari sebelumnya dan materi yang akan dipelajari pada pertemuan berlangsung.

Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.

Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

#### Kegiatan inti (35 menit)

<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi yang dipelajari.
<b>Critical thinking</b>	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi yang dipelajari.
<b>Collaboration</b>	Siswa membentuk kembali kelompok jigsaw yang telah dibuat pada pertemuan sebelumnya.
<b>Communication</b>	Siswa diberi kesempatan untuk melanjutkan presentasi yang belum diselesaikan pada pertemuan sebelumnya terkait materi tentang eksposisi analitis
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.

Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

Guru menunjuk ketua kelas untuk memimpin doa

Guru mengucapkan salam penutup

### D. Penilaian Hasil Pembelajaran

**Penilaian kognitif** = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

**Penilaian afektif** = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 01 Juli, 2020.

Mengetahui



Guru mapel

Agus Awaludin  
NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / Ganjil  
Materi Pokok : Offers and Suggestions  
Alokasi Waktu : 2 x 45 menit (pertemuan ke-6)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi informasi terkait tawaran dan permintaan saran (*offers and suggestions*).
2. Mengidentifikasi respon terkait ungkapan tawaran dan permintaan saran (*offers and suggestions*).
3. Membedakan struktur teks dan tindak bahasa dari ungkapan tawaran dan permintaan saran (*offers and suggestions*).

### B. Media/alat, Bahan, dan Sumber Belajar

Media : students' worksheet and whiteboard

Bahan : spidol, papan tulis, dan materi dari guru berupa teks eksposisi analitis.

Sumber belajar : kamus bahasa inggris, internet, dan materi dari guru.

### C. Langkah - Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.  
Menjelaskan atau mengenalkan tentang materi yang akan dilaksanakan pada pertemuan berlangsung serta memberi gambaran terkait materi tersebut.  
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.  
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

#### Kegiatan inti (35 menit)

<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca materi terkait <i>offers and suggestions</i>
<b>Critical thinking</b>	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi <i>offers and suggestions</i>
<b>Collaboration</b>	Siswa dibentuk menjadi beberapa kelompok jigsaw untuk mendiskusikan, dan mempresentasikan ulang tentang materi <i>offers and suggestions</i> .
<b>Communication</b>	Siswa diberi kesempatan untuk mempresentasikan atau mempraktekan materi yang telah didiskusikan dari kelompok jigsaw didepan kelas.
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.

Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung

Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

Guru menunjuk ketua kelas untuk memimpin doa

Guru mengucapkan salam penutup

### D. Penilaian Hasil Pembelajaran

Penilaian kognitif = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

Penilaian affektif = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 19 Agustus, 2020.



Guru mapel

Agus Awaludin  
NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas kontrol

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / Ganjil  
 Materi Pokok : Teks eksposisi analitis  
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-2)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan jenis teks eksposisi analitis.
2. Mengidentifikasi makna dan definisi dari teks eksposisi analitis.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.
4. Memahami informasi yang terdapat dalam teks eksposisi analitis.
5. Mampu menyampaikan kembali informasi yang terdapat dalam teks eksposisi analitis.

### B. Media/alat, Bahan, dan Sumber Belajar

Media : students' worksheet and whiteboard

Bahan : spidol, papan tulis, dan materi dari guru berupa teks eksposisi analitis.

Sumber belajar : kamus bahasa inggris dan materi dari guru.

### C. Langkah – Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menjelaskan atau mengenalkan tentang materi yang akan dilaksanakan pada pertemuan berlangsung serta memberi gambaran terkait materi tersebut.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan inti (35 menit)</b>	
<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi teks eksposisi analitis..
<b>Critical thinking</b>	Guru memberi kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi teks eksposisi analitis..
<b>Explaining</b>	Guru menjelaskan materi tentang teks eksposisi analitis dan menanyakan tentang materi yang belum difahami.
<b>Communication</b>	Guru menunjuk beberapa siswa untuk membaca materi terkait teks eksposisi analitis yang telah dibagi dan meminta siswa untuk menjelaskan kembali informasi dari teks tersebut.
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung	
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

### D. Penilaian Hasil Pembelajaran

Penilaian kognitif = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

Penilaian afektif = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 25 Juli, 2020.

Mengetahui  
  
 Kepala Madrasah  
 Muhammad Naga, S.Ag.MM  
 NIP.197406142002121002

Guru mapel

Agus Awaludin  
 NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas kontrol

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / Ganjil  
Materi Pokok : Teks eksposisi analitis  
Alokasi Waktu : 2 x 45 menit (pertemuan ke-3)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan jenis teks eksposisi analitis.
2. Mengidentifikasi makna dan definisi dari teks eksposisi analitis.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.
4. Memahami informasi yang terdapat dalam teks eksposisi analitis.
5. Mampu menyampaikan kembali informasi yang terdapat dalam teks eksposisi analitis.

### B. Media/alat, Bahan, dan Sumber Belajar

Media : students' worksheet and whiteboard

Bahan : spidol, papan tulis, dan materi dari guru berupa teks eksposisi analitis.

Sumber belajar : kamus bahasa Inggris dan materi dari guru.

### C. Langkah – Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menjelaskan atau mengenalkan tentang materi yang akan dilaksanakan pada pertemuan berlangsung serta memberi gambaran terkait materi tersebut.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan Inti (35 menit)</b>	
<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi teks eksposisi analitis.
<b>Critical thinking</b>	Guru memberi kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi teks eksposisi analitis.
<b>Explaining</b>	Guru menjelaskan materi tentang teks eksposisi analitis dan menanyakan tentang materi yang belum difahami.
<b>Communication</b>	Guru menunjuk beberapa siswa untuk membaca materi terkait teks eksposisi analitis yang telah dibagi dan meminta siswa untuk menjelaskan kembali informasi dari teks tersebut.
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung	
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

### D. Penilaian Hasil Pembelajaran

Penilaian kognitif = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

Penilaian afektif = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 31 Juli, 2020.

Mengetahui



Guru mapel

Agus Awaludin  
NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas kontrol

Nama Sekolah : MAS Nida 'ul Khairaat Pombewe  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / Ganjil  
 Materi Pokok : Offers and suggestions  
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-4)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi informasi terkait tawaran dan permintaan saran (*offers and suggestions*).
2. Mengidentifikasi respon terkait ungkapan tawaran dan permintaan saran (*offers and suggestions*).
3. Membedakan struktur teks dan tindak bahasa dari ungkapan tawaran dan permintaan saran (*offers and suggestions*).

### B. Media/alat, Bahan, dan Sumber Belajar

**Media** : students' worksheet and whiteboard

**Bahan** : spidol, papan tulis, dan materi dari guru.

**Sumber belajar** : buku siswa Bahasa Inggris kelas XI Kurikulum 2013 edisi 2016 kemendikbud (bab 1), kamus bahasa inggris dan materi dari guru.

### C. Langkah - Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.  
 Guru menanyakan tentang materi yang telah dipelajari dikelas 10  
 Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait tawaran dan saran (*offers and suggestions*)  
 Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

#### Kegiatan inti (35 menit)

<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi <i>offers and suggestions</i> ..
<b>Critical thinking</b>	Guru memberi kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi saran dan tawaran ( <i>offers and suggestions</i> ).
<b>Explaining</b>	Guru memberikan informasi singkat terkait tawaran dan saran ( <i>offers and suggestions</i> ) dan mempersilahkan siswa untuk bertanya.
<b>Practice</b>	Guru memberi kesempatan kepada siswa untuk mempraktikan percakapan terkait tawaran dan saran ( <i>offers and suggestions</i> )
<b>Communication</b>	Guru mempersilahkan siswa untuk menarik kesimpulan atau menjelaskan kembali tentang materi terkait tawaran dan saran ( <i>offers and suggestions</i> )
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.

Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung

Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

Guru menunjuk ketua kelas untuk memimpin doa

Guru mengucapkan salam penutup

### D. Penilaian Hasil Pembelajaran

**Penilaian kognitif** = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

**Penilaian affektif** = berupa sikap dan keaktifan siswa didalam kelas.

**Penilaian psikomotor** = berupa keterampilan siswa dalam menyusun kalimat dikelas.

Pombewe, 01 Agustus, 2020.

  
 Kepala Madrasah  
 Mudman Eoga, S.Ag.MM  
 NIP.197406142002121002

Guru mapel

Agus Awaludin  
 NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas kontrol

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / Ganjil  
 Materi Pokok : Offers and suggestions  
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-5)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menyusun teks memberi tawaran dan saran kepada orang lain secara pendek dan sederhana untuk menjalankan fungsi sosial dan komunikasi.
2. Memberikan dan meminta serta merespon saran dan tawaran berdasarkan konteks sesuai aturan bahasa Inggris.

### B. Media/alat, Bahan, dan Sumber Belajar

**Media :** students' worksheet and whiteboard

**Bahan :** spidol, papan tulis, dan materi dari guru.

**Sumber belajar :** buku siswa Bahasa Inggris kelas XI Kurikulum 2013 edisi 2016 kemendikbud (bab 1), kamus bahasa Inggris dan materi dari guru.

### C. Langkah – Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.

Guru menanyakan tentang materi yang telah dipelajari pada pertemuan sebelumnya dan melakukan *brainstorming* tentang materi yang akan dipelajari pada pertemuan berlangsung.

Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait tawaran dan saran (*offers and suggestions*)

Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

#### Kegiatan inti (35 menit)

<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, dan membaca tentang materi <i>offers and suggestions</i> .
<b>Critical thinking</b>	Guru memberi kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi saran dan tawaran ( <i>offers and suggestions</i> ).
<b>Explaining</b>	Guru memberikan informasi lanjutan terkait tawaran dan saran ( <i>offers and suggestions</i> ) dan mempersilahkan siswa untuk bertanya.
<b>Practice</b>	Guru memberi kesempatan kepada siswa untuk mempraktikan percakapan terkait tawaran dan saran ( <i>offers and suggestions</i> )
<b>Communication</b>	Guru mempersilahkan siswa untuk menarik kesimpulan atau menjelaskan kembali tentang materi terkait tawaran dan saran ( <i>offers and suggestions</i> )
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.

Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung

Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

Guru menunjuk ketua kelas untuk memimpin doa

Guru mengucapkan salam penutup

### D. Penilaian Hasil Pembelajaran

**Penilaian kognitif** = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

**Penilaian afektif** = berupa sikap dan keaktifan siswa didalam kelas.

**Penilaian psikomotor** = berupa keterampilan siswa dalam menyusun kalimat dikelas.

Pombewe, 07 Agustus, 2020.

Mengetahui



Guru mapel

Agus Awaludin  
NIM.161160053

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas kontrol

Nama Sekolah : MAS Nida'ul Khairaat Pombewe  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / Ganjil  
 Materi Pokok : Opinions and Thoughts  
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-7)

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi ungkapan pendapat
2. Memberikan contoh fungsi ungkapan pendapat
3. Memahami struktur teks dari pernyataan pendapat dan fikiran
4. Memahami unsur kebahasaan dari pernyataan pendapat dan fikiran.

### B. Media/alat, Bahan, dan Sumber Belajar

Media : students' worksheet and whiteboard

Bahan : spidol, papan tulis, dan materi dari guru.

Sumber belajar : buku siswa Bahasa Inggris kelas XI Kurikulum 2013 edisi 2016 kemendikbud (bab 1), kamus bahasa Inggris dan materi dari guru.

### C. Langkah - Langkah Pembelajaran

Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.

Guru menanyakan tentang materi yang telah dipelajari pada pertemuan sebelumnya dan melakukan brainstorming tentang materi yang akan dipelajari pada pertemuan berlangsung.

Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait tawaran dan saran (offers and suggestions)

Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

#### Kegiatan inti (35 menit)

<b>Kegiatan literasi</b>	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, dan membaca tentang materi <i>Opinions and Thoughts</i>
<b>Critical thinking</b>	Guru memberi kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi saran dan tawaran ( <i>Opinions and Thoughts</i> ).
<b>Explaining</b>	Guru memberikan informasi lanjutan terkait tawaran dan saran ( <i>Opinions and Thoughts</i> ), dan mempersilahkan siswa untuk bertanya.
<b>Practice</b>	Guru memberi kesempatan kepada siswa untuk mempraktikan percakapan terkait tawaran dan saran ( <i>Opinions and Thoughts</i> )
<b>Communication</b>	Guru mempersilahkan siswa untuk menarik kesimpulan atau menjelaskan kembali tentang materi terkait tawaran dan saran ( <i>Opinions and Thoughts</i> )
<b>Creativity</b>	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.

Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung

Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

Guru menunjuk ketua kelas untuk memimpin doa

Guru mengucapkan salam penutup

### D. Penilaian Hasil Pembelajaran

Penilaian kognitif = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

Penilaian affektif = berupa sikap dan keaktifan siswa didalam kelas.

Penilaian psikomotor = berupa keterampilan siswa dalam menyusun kalimat dikelas.

Pombewe, 13 Agustus, 2020.

Mengetahui



Muddimin Faga, S.Ag.MM  
 NIP.19740612002121002

Guru mapel

Agus Awaludin  
 NIM.161160053

**Appendix :Surat izin meneliti**

 KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU  
الجامعة الإسلامية الحكومية فالو  
STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Palu, 24 Juli 2020

Nomor : 366 /In.13/F.I/PP.00.9/07/2020  
Lampiran : -  
Hal : Izin Penelitian Untuk Menyusun Skripsi

Yth. Kepala Mas Nida'ul Khairaat Pombewe  
Di Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Agus Awaluddin  
NIM : 16.1.16.0053  
Tempat Tanggal Lahir : Beringin jaya, 20 Agustus 1999  
Semester : VIII (Delapan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Towua Lorong Malaya  
Judul Skripsi : IMPROVING STUDENTS' READING SKILLS THROUGH THE JIGSAW II LEARNING METHOD AT THE SECOND GRADE OF MAS NIDA'UL KHAIRAAT POMBEWE  
No. HP : 082292662863

Dosen Pembimbing :  
1. Drs. Muhammad Ihsan, M.Ag  
2. Yuni Amelia, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Mas Nida'ul Khairaat Pombewe

Demikian, atas perkenannya diucapkan terima kasih.

  
Dekan,  
Dr. Muhammad Ihsan, S.Ag., M.Ag.  
NIP. 197201262000031001

Tembusan :  
1. Rektor IAIN Palu;  
2. Kepala Biro AUAK IAIN Palu;  
3. Dosen Pembimbing;  
4. Mahasiswa yang bersangkutan.

## APPENDIX: SK SELESAI MENELITI

**YAYASAN NIDA'UL KHAIRAAT**  
**MADRASAH ALIYAH NIDA'UL KHAIRAAT POMBEWE**  
**KECAMATAN SIGIBIROMARU KABUPATEN SIGI**  
**NPSN: 69788043/NSM: 131272100146**

Alamat : Jl. KH.Mahfud Godal Dusun III Desa Pombewe Email: MA.nidaulkhairaatpbw@gmail.com

**SURAT KETERANGAN**  
Nomor 008/YNDK.MA/VIII/2020

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Nida'ul Khairaat Pombewe Kecamatan Sigi Biromaru Kabupaten Sigi.menerangkan bahwa :

N a m a : Agus Awaluddin  
Tempat,Tanggal Lahir : Beringin Jaya,20 Agustus 1999  
NIM : 16.1.16.0053  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prog.Study : Tadris Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian (research) di Madrasah Aliyah Nida'ul Khairaat Pombewe Kecamatan Sigi Biromaru terhitung dari tanggal .....s.d ..... 2020 guna penyusunan Skripsi dengan judul : **IMPROVING STUDENTS 'READING SKILLS THROUGH THE JIGSAW II LEARNING METHOD AT THE SECOND GRADE OF MAS NIDA'UL KHAIRAAT POMBEWE**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sigi, 24 Agustus 2020

Kepala Madrasah

  
Mudmain Enga,S.Ag.MM  
Nip.197406142002121002



## Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

## **Garbage Service need Improvement**

There have been many complaints recently about the garbage collection service. The official department has agreed that the service needs improvement. But nothing has been done!

In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.

In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.

It is the duty of the official department to collect all the garbage efficiently and regularly.

## **The Problem of Being Too Fat**

Being too fat is commonly known as overweight or obesity. It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major factor for heart disease. Due to the overweight, the heart will work harder. It can lead to the heart attack. Furthermore, obesity potentially rises blood cholesterol and blood pressure. In addition, being too fat can change the amount of sugar in the blood. This will cause diabetes and other serous disease.

Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their physical beauty appearance.

More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.

## DOCUMENTATION



*Meeting with the Headmaster of MAS Nida'ul Khairaat Pombewe*



*Give the pre-test to the students in controlled and experimental classes*



*The students work on the pre-test*



*The students submit the work sheet of the test*



*Giving the tretment to the experimental class*



*Teaching in the controlled class*

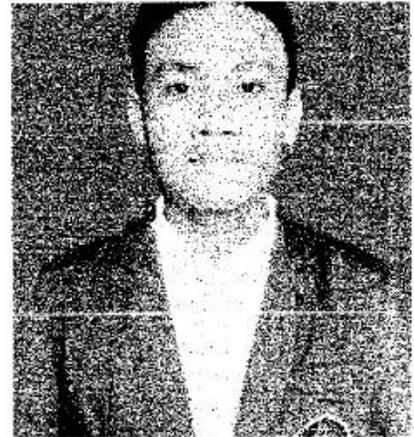


*Giving the post-test*

## CURRICULUM VITAE

### I. Personal Identity

- Name : Agus Awaludin
- Gender : Male
- Place and Date of Birth : Beringin Jaya, August 20<sup>th</sup> 1999
- Citizenship : Indonesia
- Address : Jl. Towua, Lrg Malaya, South of Palu District
- Religion : Islam
- Status : Single
- Height /Weight : 170 cm/60 kg
- Phone : 082292662863
- Email : [iamagus29@gmail.com](mailto:iamagus29@gmail.com)



### II. Education In Detail

- SDN Inpres Beringin Jaya (2004-2007)
- SDN Sumber Air ( 2007-2010)
- MTS Nurul Iman (2010-2013)
- SMAN 1 Simpang Raya ( 2013-2016)

### III. Organisation Experience

- HMJ TBIG ( member)
- PMII (member)

### IV. Interest and Talent

- Listening to music
- Art

Best Regards

Agus Awaludin

Nim : 161160053