

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH JIGSAW MODEL IN NINTH GRADE MTs.
BATUSITANDUK**

A Thesis

*Submitted to the English Language Education Study Program of S1 Education
and Teacher Training Faculty of the State Islamic Institute of Palopo in Partial
Fulfillment of Requirement for S.Pd Degree in English Education*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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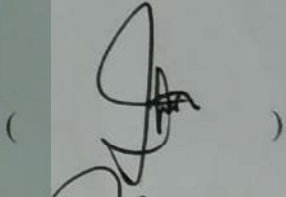
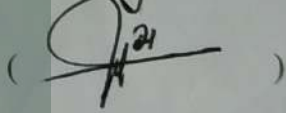

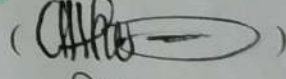

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THESIS APPROVAL

This thesis entitled Improving Students' Reading Comprehension Through Jigsaw Model in Ninth Grade MTs. Batusitanduk, which is written by Nurul Fitra Islamia, Registration Number 1902020017, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Monday, 9th October 2023/ Rabiul Awal 23th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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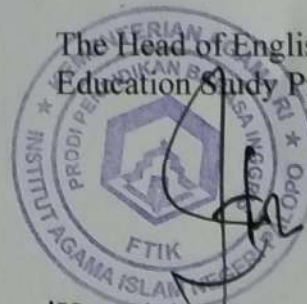
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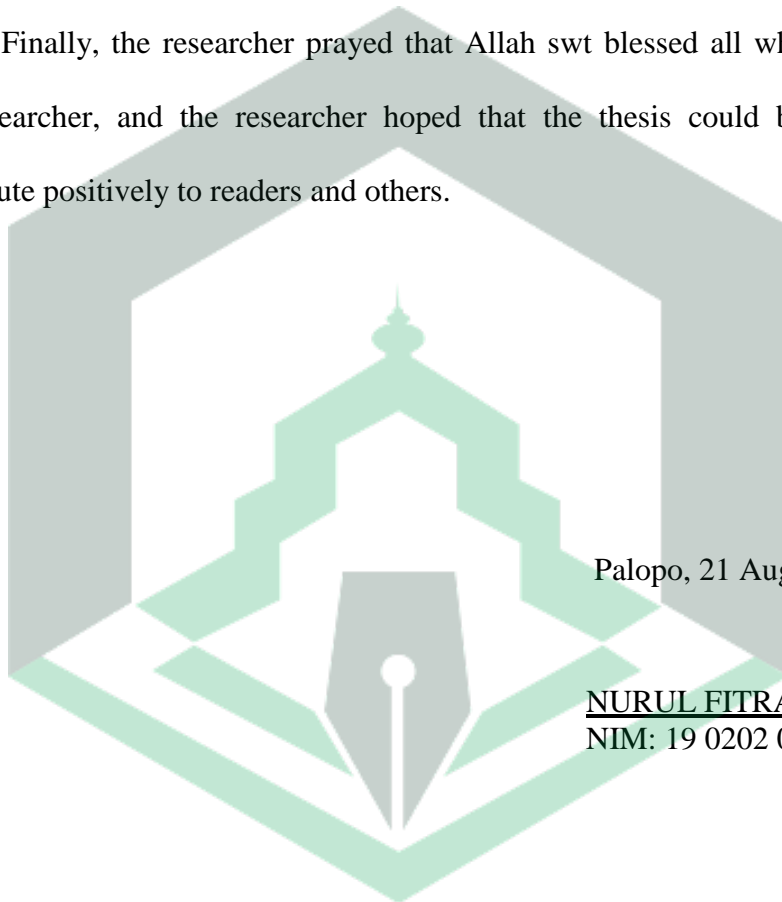
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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher prayed that Allah swt blessed all who had helped the researcher, and the researcher hoped that the thesis could be useful and contribute positively to readers and others.



Palopo, 21 August 2023

NURUL FITRA ISLAMIA
NIM: 19 0202 0089

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ABSTRACT

Nurul Fitra Islamia, 2023. *"Improving Students' Reading Comprehension Through Jigsaw Model in Ninth-Grade MTs. Batusitanduk"*, a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Wahibah and Fadhliah Rahmah Muin.

This research aims to use the jigsaw model in reading narrative text for ninth-grade MTs. Batusitanduk students. This research applied the pre-experimental research design focus on one group's pre-test and post-test design. The population of this research was all of the students in the ninth-grade MTs. Batusitanduk, which comprised 86 students divided into three classes. The sample was taken by using a purposive sampling technique, which consists of 21 students. The research instrument used was pre-test and post-test with narrative text. The Data were analyzed using SPSS 22 by calculating and describing the mean score statistically. This researcher shows that the average value of the post-test (62.86) is higher than the pre-test (21.90). The significance value is smaller than the standard p-value ($0.000 < 0.05$). On the other hand, the alternative hypothesis (H1) is accepted, and the null hypothesis (HO) is rejected. It can be concluded that the use of the jigsaw model is effective and can be recommended in the teaching of narrative text to improve students' reading comprehension.

Keywords: Jigsaw model, Reading Comprehension, Narrative Text.

CHAPTER I

INTRODUCTION

A. Background

Reading is a process in which readers engage to understand the messages that authors are attempting to convey through the use of words or written language.¹ In Reni Gustiawati's research, Tampubolon stated that reading is the process of converting language sounds into written symbols and symbols into written sounds. Reading is not just taught to students so they can read; students can engage in a variety of activities as part of the reading-learning process, including anticipating readings, responding to texts, recounting stories both verbally and in writing, and more.²

The practice of reading well-written books can raise one's IQ. Reading can help individuals see issues from various angles and view them as challenges that need to be overcome. Reading offers several advantages, including gaining knowledge, sharpening mental processes, enhancing memory and comprehension, and expanding one's worldview. Reading often helps individuals build the capacity to digest information, learn about diverse subjects, and apply it in real life. In the past, many study materials, and even on the internet, were in English. Therefore, students who did not understand how to read English text found it difficult to comprehend the reading. One

¹ Lilik Tahmidaten, and Wawan Krismanto, "Problems of Reading Culture in Indonesia (Literature Study on Problems & Solutions)," *Journal of Education and Culture* 10, No.1 (2020): 23 <https://doi.org/10.24246/j.js.2020.v10.i1.p22-33>.

² Reni Gustiawati, Darnis Arief, and Ahmad Zikri, "Development of Initial Reading Teaching Materials Using Fable Stories in Elementary School Students," *BASICEDU Journal* 4, No.2 (2022): 355 <https://jbasic.org/index.php/basicedu>.

effective technique for reading narrative text in English is using the jigsaw model.³

The most important skill for success in all educational contexts is reading. Brown suggests that reading is one of the four language skills that students who learn a language must master. With good reading skills the habit has the opportunity to expand mental horizons and multiply the chances of the student. Reading habits are acquired through the formation and development of reading activities so as to create a construction of interest that over time will become a habit. It is a cyclical process that students need to develop as learning. Reading is one of the important skills in learning English. The ability to read well and understand texts in English is essential to effectively master the English language.⁴

The researcher selected Mts. Batusitanduk as the research location. Based on initial observations, the researcher received information from an english teacher that the reading ability of students at the school was low. To solve this problem, the researcher considered improving students' reading comprehension ability in reading narrative texts by using jigsaw model. In this method, each student in a team was assigned a distinct part of the materials. After reading, the students in each group who studied the same parts or sections formed an expert group to discuss and thoroughly understand the information. Subsequently, they

³Rio Febriannur Rachman, "Enhancing Students' English Language Skills through Active Learning at an Islamic University," *English Language Education Reviews* 1, No. 2 (2021): 99, <https://doi.org/10.22515/ele-reviews.v1i2.4368>.

⁴Diah Hanah, Khofifah Lisniyanti, dan Slamet Wahyudi Yulianto, "Investigating Students' Reading Interest on English Reading Materials Through Their Reading Habits During a Pandemic," *ELT IN FOKUS English Language Teaching In Fokus* 3, No. 2 (2020): 15, <https://doi.org/10.35706/eltinf.v6i1>.

returned to their original teams and taught their assigned portions to their teammates. Finally, all team members were assessed on their comprehension of the entire content.⁵

Based on the explanation, the researcher aimed to conduct a study to enhance students' reading comprehension with the title "Improving Students' Reading Comprehension Through the Jigsaw Model in Ninth Grade MTs. Batusitanduk".

B. Research Question

Based on the background provided, the researcher formulated potential problem statements:

Does the use of the jigsaw model improve effectively to the students' reading comprehension at MTs. Batusitanduk?

C. Objective of the Research

Regarding the research question raised previously, the researcher aimed to find out whether or not the jigsaw model was effectively in improving students' reading comprehension at MTs. Batusitanduk.

D. Significance of the Research

The results of this research expected to be useful for English learners who wanted to improve their English reading comprehension. In addition, the results of this study were anticipated:

⁵ Jing Meng, "Jigsaw Cooperative Learning in English Reading," *Journal of Language Teaching and Research* 1, no. 4 (2010): 501–4, <https://doi.org/10.4304/jltr.1.4.501-504>.

1. To provide solutions and suggestions on how to improve reading comprehension.
2. To make it easier to understand the reading text by using a jigsaw model
3. To stimulate other researchers who want to do further research.

E. Scope of the Research

The scope of that research was focused on reading comprehensions grade IX MTs. Batusitanduk students. That research aimed to teach the narrative text and improve reading comprehension through the jigsaw model.

F. Operational Definition

1. Reading Comprehension

Reading comprehension is the ability to understand and interpret the text being read. It involves an understanding of the content of the text, an understanding of the main ideas, Inter-idea relationships, as well as the ability to extract important information from the text.

2. Collaborative learning

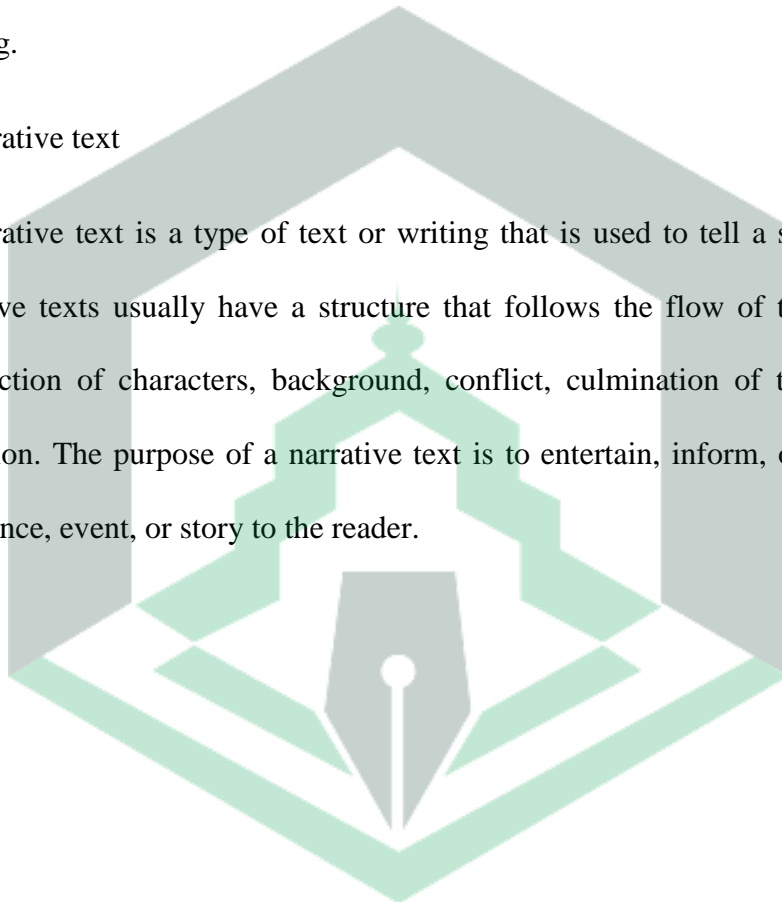
Collaborative learning is an approach in the learning process in which students work together in groups or teams to achieve shared learning goals. This model emphasizes cooperation among students, where they interact with each other, share knowledge, and work together to solve problems or achieve better understanding.

3. Jigsaw Learning Model

Jigsaw learning model is a collaborative learning method in which students work together in groups, each becoming an "expert" in a piece of material, and then they share their knowledge to understand the material as a whole. This Model encourages cooperation, shared responsibility, and a deep understanding of learning.

4. Narrative text

Narrative text is a type of text or writing that is used to tell a story or story. Narrative texts usually have a structure that follows the flow of time, with the introduction of characters, background, conflict, culmination of the story, and resolution. The purpose of a narrative text is to entertain, inform, or describe an experience, event, or story to the reader.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Findings

As for previous research related to the problem to be studied, namely:

Darmawan Harefa on the research “The Use of Jigsaw-type Cooperative Learning Model on the Ability to Understand Student Learning Concepts”. This study aims to determine the effect of the use of Jigsaw-type cooperative learning model on the ability to understand student learning concepts. This study uses a quantitative approach with quasi-experimental methods.⁶

Table 2.1 The Different and Similarities Between This Research Uswatun Kasanah

Different	Similarities
The difference between the researcher and the previous study is that the previous study applied qualitative methodology with the type of quasi-experimental design research and the previous study used two techniques of cooperative learning and collaborative learning while the researcher used quantitative methodology (pre-experiment) and only used jigsaw model	Equation researchers and previous research both use jigsaw model

⁶Darmawan Harefa et al., “Penggunaan Model Pembelajaran Kooperatif Tipe Jigsaw Terhadap Kemampuan Pemahaman Konsep Belajar Siswa,” *Aksara: Jurnal Ilmu Pendidikan Nonformal* 8, no. 1 (2022): 325, <https://doi.org/10.37905/aksara.8.1.325-332.2022>.

Ubaedillah Ubaedillah on the research "Improve Students ' English Speaking Ability Through Jigsaw". The purpose of this study was to determine the improvement of students' abilities through the Jigsaw method in the Management Study Program semester II of the 2018/2019 academic year at Muhadi Setiabudi University which is taught with and without the use of a Jigsaw. These findings indicate a remarkable development in students ' abilities through the Jigsaw method. Jigsaw puzzles in learning to speak English. two groups of students were placed in the experimental group and the control group. Using the Oral Test as an instrument, the authors collected data on students ' abilities. The research report concludes that Jigsaw improves the English language skills of students in the second semester of the 2018/2019 school year. Using a small discussion of the Jigsaw method can be remembered to develop general knowledge to use his knowledge and experience to understand a problem without involving others.⁷

Table 2.2 The Different and Similarities Between This Research Sopiani, Kadek Mawar

Different	Similarities
The difference between the researchers and the previous study is that the previous study applied a control class methodology while the researchers used a quantitative methodology (pre-experiment) and only used jigsaw model	Equation researchers and previous research both use jigssaw model

⁷Ubaedillah Ubaedillah, "Improving Students' English Speaking Ability Through Jigsaw," *Research and Innovation in Language Learning* 2, no. 3 (2019): 216–27, <https://doi.org/10.33603/rill.v2i3.2127>.

Juniawan on the research "The Effect of the Jigsaw Learning Model in Animal Tissue and Body Structure Courses on Student Problem Solving Ability". This study aims to determine how the learning ability of students in the subject of network problems and student body structure using Jigsaw learning model. This type of research is quantitative research. The results showed that there are significant differences between the jigsaw cooperative learning model in animal tissue and body structure subjects on the problem learning ability of students in the biology education program with a significance value of $0.000 < 0.05$, so that the jigsaw learning model can help students improve problem investigation skills.⁸

Table 2.3 The Different and Similarities Between This Research Umam, Khaerul

Different	Similarities
The difference between the researcher and the previous study is that the previous study only applied quantitative methodology and only used jigsaw model while the researcher used quantitative methodology (pre-experimental) and only used jigsaw model	Equation researchers and previous research both use jigsaw model.

Researcher identified methodological gaps in previous studies. There is a lack of affective aspects of students who are less satisfied due to several factors including learning models that are less attractive and lack of student involvement in the learning process. Based on the research we tried to apply as a research

⁸Mulya Fitrah Juniawan, Wiwi Wikanta, and Asy'ari Asy'ari, "Effect of the Jigsaw Learning Model in Animal Tissue and Body Structure Courses on Student Problem Solving Ability," *Jurnal Penelitian Pendidikan IPA* 9, no. 4 (2023): 2042–46, <https://doi.org/10.29303/jppipa.v9i4.3129>.

design, we found a dearth in previous studies of research designs combining pre- and post-test controls, experiments, and pseudo-experiments. In this research we seek to establish new investigations on the design of the study by improving students' reading comprehension by using narrative texts. Researcher seeks to expand students' reading comprehension through jigsaw model in pre-experimental research methodology.

B. Some Pertinent Ideas

1. Definition of Reading Comprehension

(Nation Haerazi). Reading comprehension is the capacity to comprehend a text's content through the use of critical reading and reasoning.

One of the most crucial reading abilities is reading comprehension, which is crucial for achieving the main goals of the entire reading process. Reading comprehension has emerged as a key quality of successful readers who can make a substantial contribution to society's advancement.⁹

Reading is required to locate messages or information. Reading is useful for learning new things, but it's also useful for comprehending the material presented so that, in the future, readers themselves can use it as a source of knowledge (for their intellectual growth). Reading can also boost vocabulary, reduce stress, excite the mind, and widen one's thinking.¹⁰ Reading is one of the four basic language skills and is necessary for written communication. For written

⁹Mohamad Ahmad Saleem Khasawneh and Mohamad Omar Abu Al-Rub, "Development of Reading Comprehension Skills among the Students of Learning Disabilities," *Universal Journal of Educational Research* 8, no. 11 (2020): 5335–41, <https://doi.org/10.13189/ujer.2020.081135>.

¹⁰Dahlia Patiung, "Reading as a Source of Intellectual Development," *Journal of Criminal and Constitutional Law* 5, No.2 (2019): 352 <https://doi.org/10.24252/ad.v5i2.4854>

communication, the language's sound symbols are converted into written symbols or characters.¹¹

2. Purpose of Reading Comprehension

The meaning or meaning of reading is closely related to the purpose, purpose, or intensity of reading.

Based on the purpose, purpose or intensity and method of reading below, Anderson in Tarigan suggests several reading objectives, including:

- a. Read to learn more information, the purpose of the reading is to uncover or encounter the character's findings and help them resolve their difficulties.
- b. Read for the main ideas, and read to find out the topic or problem in the reading. To find the main idea of the reading, read page by page.
- c. Reading for sequence or organization, the reading aims to find out the parts of the story and the relationship between the parts of the story.
- d. Reading for inference, the reader is expected to feel something that the author feels.
- e. Reading for classification, this type of reading aims to find things that are not natural about something.
- f. Reading to evaluate, this type of reading aims to find success based on certain measures. This type of reading requires accuracy by comparing and retesting it.

¹¹ Erwin Harianto, "Reading Skills in Language Learning," *Journal of Education* 9, No.1 (2020): 1 <https://doi.org/10.58230/27454312.2>

- g. Reading to compare or contrast, the purpose of reading is to discover how references or similarities between two or more things.¹²

3. Benefits of Reading Comprehension

Many benefits are gained from reading. By reading, students can broaden their horizons of knowledge, add information for themselves, increase their knowledge, and add ideas. So obviously, the influence of reading is very large in improving students' thinking. Gray & Rogers mention several benefits of reading, including:

- a. Improve students' self-development by reading, students can improve their knowledge so that their reasoning power develops and they have a broad view that will benefit themselves and others.
- b. Meet intellectual demands, by reading books and other reading sources such as newspapers, news, and articles on the internet, knowledge increases and vocabulary increases, training imagination and thinking power so that intellectual satisfaction is fulfilled.
- c. By fulfilling the interests of life, students will acquire practical knowledge that is useful in their daily lives.
- d. Increase students' interest in a field.¹³

4. Types of reading concepts

- a. Descriptive Text, Text to describe or explain to the reader about a person, place, thing, and other things in detail.

¹² Tarigan, Henry Thunder. 1984. Expressive Reading. Bandung: Angkasa

¹³ Zaif. 2011. Student Reading Interest. [available online]. <http://wordpress.com>

- b. Recount Text, writing tells the experience of past events.
- c. Narrative Text, a fictional story that is chronological and entertaining.
- d. Discussion Text, conveying opinions or arguments from issues that occur.
- e. Review text, contains criticism or evaluation of something to convey to the reader.

C. Jigsaw Model

1. Definition of the Jigsaw Model

According to Slavin the jigsaw learning model is one of the variations of the collaborative learning model, which is a group learning process in which each member contributes information, experiences, ideas, attitudes, opinions, abilities, and skills they have, to jointly improve the understanding of all members so that they can improve learning outcomes.¹⁴

Jigsaw is a way of teaching where the students are divided into groups to help each other to read the text in the group as an expert. Students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity.¹⁵

2. Strategy of Jigsaw

Johnson puts forward five principles for jigsaw strategy:

- a. Positive interdependence

¹⁴ Slavin, R. E. (1995). *Cooperative Learning Teori, riset dan Praktek*. Nusa Media.

¹⁵ Nurwanti Nurwanti, Andi Asrifan, and Haedar Haedar, "The Application of Cooperative Learning: Jigsaw Ii Technique in Improving Students' Reading Comprehension of Expository Text," *Journal of Advanced English Studies* 2, no. 1 (2019): 31, <https://doi.org/10.47354/jaes.v2i1.52>.

Each group member's efforts are required and indispensable for the group's success. Each group member has to make unique contributions to the joint effort.

b. Face-to-face promotive interaction

Group members have to explain orally how to solve problems, teach their knowledge to others, check for understanding, discuss concepts being learned, and associate the present learning with the past.

c. Individual and group accountability

The size of the group should be kept small, and the smaller the size of the group, the greater the individual responsibility.

d. Interpersonal skills

Social skills are the key to the success of jigsaw learning in the classroom. Social skills include leadership, decision-making, building trust, communication, conflict management skills, and so on.

e. Group processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what is not, and make decisions about what behaviors to continue or change.¹⁶

3. Procedures of Jigsaw Strategy

Slavin explains that the teacher who uses this strategy can follow the following procedures:

¹⁶ Johnson, D.W., & Johnson R, T. (1994). Learning Together and alone. cooperative, competitive and individualistic learning. (4th ed.). Massachusetts: Allyn and Bacon

- a. Provide structure: The teacher divides students into home and expert groups.
 - b. Each student is assigned a sub-topic.
 - c. Ask the expert group to search their sub-topic individually, and this can be done through a closed or open structure.
 - d. Students meet with other experts researching the same sub-topic.
 - e. The teacher visits the groups to assist students in working together and making sure that the given information is accurate.
 - f. The students will teach each other, and then return to their home group to share information.
 - g. The teacher assesses students` understanding of the whole topic (i.e. test students understanding).
 - h. The teacher asks each group to solve a problem that requires students to synthesize what they have learned from the whole topic.
 - i. At the end students can reflect on what have been and what level of improvements they have made.¹⁷
4. Advantages of Jigsaw Strategy

Lucas states that Jigsaw provides students with the following advantages:

- a. Jigsaw strategy provides students with the opportunity to be active and enjoy learning.
- b. Students gradually will feel comfortable with multiple exposures to the jigsaw strategy.

¹⁷ Slavin,R.E.(1995).The cooperative elementary school: effects on students achievement ,attitudes and social relations ,American Educational Research.

- c. Jigsaw strategy increases the competition among students to share information and knowledge.
 - d. The active students may help the non-active classmates to learn the material thoroughly.
 - e. Jigsaw strategy includes two different practices the first is to assist learning and the second is to develop cooperation among students.
 - f. Jigsaw strategy creates a positive learning environment and implies mere individual responsibility as well as encourages cooperation and peer teaching.
 - g. Jigsaw strategy can be integrated into several classroom activities that are structured so that everyone doesn't have to read the entire work.
 - h. Jigsaw strategy is adaptable to a wide variety of curricular settings and teachers will find it useful in several respects.
 - i. The success of each group depends on the other participation of each individual in completing their tasks. This means jigsaw strategy effectively increases the involvement of each student in the activity.¹⁸
5. Teaching Reading by Using Jigsaw Model

Reading learning in schools aims to foster and improve reading skills and train students to master aspects of reading skills. Furthermore, reading comprehension requires the teacher's knowledge and skills. The use of inappropriate approaches, methods, techniques, and reading media are assumed to be one of the determinants of less-than-optimal achievement of reading goals at school. One technique that can help students' understanding

¹⁸Lucas, C.A.(2000).Jigsaw lesson for operation of complex numbers .PRIMUS,Problems,resources,and issue in mathematics undergraduate studies.

in reading comprehension is the Jigsaw II model. The Jigsaw II model is a modification of the Jigsaw model. There are learning differences in the Jigsaw and Jigsaw II technique. In the Jigsaw model, students only learn the material that they get. Assessments on Jigsaw model center on individual scores while assessments on Jigsaw II technique center on group scores. jigsaw model is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective.

Based on Slavin jigsaw is the cooperative learning technique, which used the most structured form of team interaction. Jigsaw reading is a kind of jigsaw model which combines the idea of jigsaw puzzle with reading. The technique of jigsaw reading focuses on reading activity. Jigsaw II added, students all read the same material but focus on separate topics. The students from different teams who have the same topics meet to discuss their topics, and then return to teach them to their teammates. The team members then take a quiz, and the quiz scores are used to form team scores. Shaaban said that “The Jigsaw II technique is included in cooperative learning because Jigsaw II teaches reading comprehension with a narrative or expository material”. It can be assumed Jigsaw II technique includes cooperative learning strategies that make it easy for students to receive information from their own friends. In order to Jigsaw II technique learning

run smoothly, the teacher must work closely with students to solve problems and reach mutual agreement.¹⁹

D. Narrative Text

1. Definition of Narrative Text

A narrative text is a story that has a complication or problematic events and it tries to find the resolutions to solve the problem. At the end of the story, it will give moral value to the students.²⁰

According to Purba a narrative is some kind of retelling, something that happened and tells a story. In addition, Anderson and Anderson explain that narrative text is a text which is related to a series of events chronologically.²¹

According to Wardiman "A narrative text is an imaginative story to entertain people". Furthermore, Susilohadi explains that narrative texts start with the orientation, which shows the scene and introduces the participants. Then, the complication tells the readers about the crisis that arises. Finally, the resolution tells the readers that the crisis is resolved for better or worse.²²

According to Siahaan a narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. A narrative tells a story by representing a sequence

¹⁹English Education et al., "E-Jou (English Education and Literature Journal) The Effectiveness of Using Jigsaw II Technique in Teaching Reading Comprehension to the Tenth Grades Students of SMK Negeri 1 Gombong in the Academic Year of 2019/2020" 02, no. 01 (2022): 1–10.

²⁰Patria Ningsih, Rusdi Noor Rosa, and Universitas Negeri Padang, "Journal of English Language Teaching The use of Pairs Check Strategy in Teaching Reading," *Journal of English Language Teaching* 8, no. 1 (2019): 1–12.

²¹Purba, R. (2018). Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique. *Advances in Language and Literary Studies*, 9(1), 27-30.

²²Wardiman, et al. 2008. *English in Focus for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

of events. Narrative can be a dominant pattern in many types of writing formal, such as history, biography, autobiography, and journalism, as well as less formal, such as personal letters and entries in diaries and journals. Narrative is also an essential part of casual conversation, and it may dominate telling tales. In short, any time you “tell what happened” you are using narrative.

2. The Generic Structure of Narrative Text

According to Siahaan that narrative is a text containing five components i.e., orientation, evaluation, complication, resolution, and reorientation by which a writer amuses, entertains people, and deals with the actual or vicarious experience.

- a. Orientation: set the scene and introduce the participants. It is an introduction in which the characters, setting, and time of the story are established.
- b. Evaluation: a stepping back evaluates the plight.
- c. Complication or problem: a crisis arises. The complication usually involves the main character(s) (often mirroring the complications in real life).
- d. Resolution: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes several complications have to be resolved. These add and sustain interest and suspense for the reader.
- e. Reorientation: optional In a traditional narrative the focus of the text is on a series of actions: orientation, complication, and resolution. Many narratives contain morals and themes. For example, fables are short stories followed by an important moral point. Therefore, the teacher can use narratives to teach

moral lessons. The students are expected to apply the moral lesson of the story in their daily lives.

3. The Language Component of Narrative Text

Narratives are about events in the past and the storyteller must be able to use several different past tenses to represent things that happened in the past.

a) Simple Past Tense

Most simple past tense verbs end in -ed: dance → danced e.g., *She danced again and again with the king's son.* Many common verbs take a special past tense form: run → ran e.g., *She ran toward the door as quickly as she could.*

b) Past Perfect Tense

We use this tense for events which were completed before the main event of the story. We form this tense in this way: Had + past tense form the main verb: e.g., dance → had danced. Some verbs use a special past form after the having verb e.g., take → had taken, give → had given.

c) Past Continuous Tense

This tense talks about events which happened at the same time in the past.

We form this tense in the way: Was/were + (verb + -ing): have → was having e.g., *Cinderella was having a wonderfully good time.*²³

4. Language Feature of Narrative Text

A narrative text typically has such language features as (i) focusing on specific and usually individualized participants; (ii) highlighting the use of

²³ Siahaan, English Generic Texts Writing II, Pematangsiantar: FKIP UHN

material processes; (iii) using relational processes and mental processes; (iv) using temporal conjunctions to show how the story goes on based on chronological order, and temporal circumstances to show the places where the story takes place; and (v) frequently using past tenses.²⁴



²⁴Gerrot L., & Wignell, P. Making Sense of Functional Grammar. Sidney: Antipodean Educational Enterprises.

5. Example of Narrative Text

The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing, he got a fish was so beautiful golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, and then it turned into a princess.

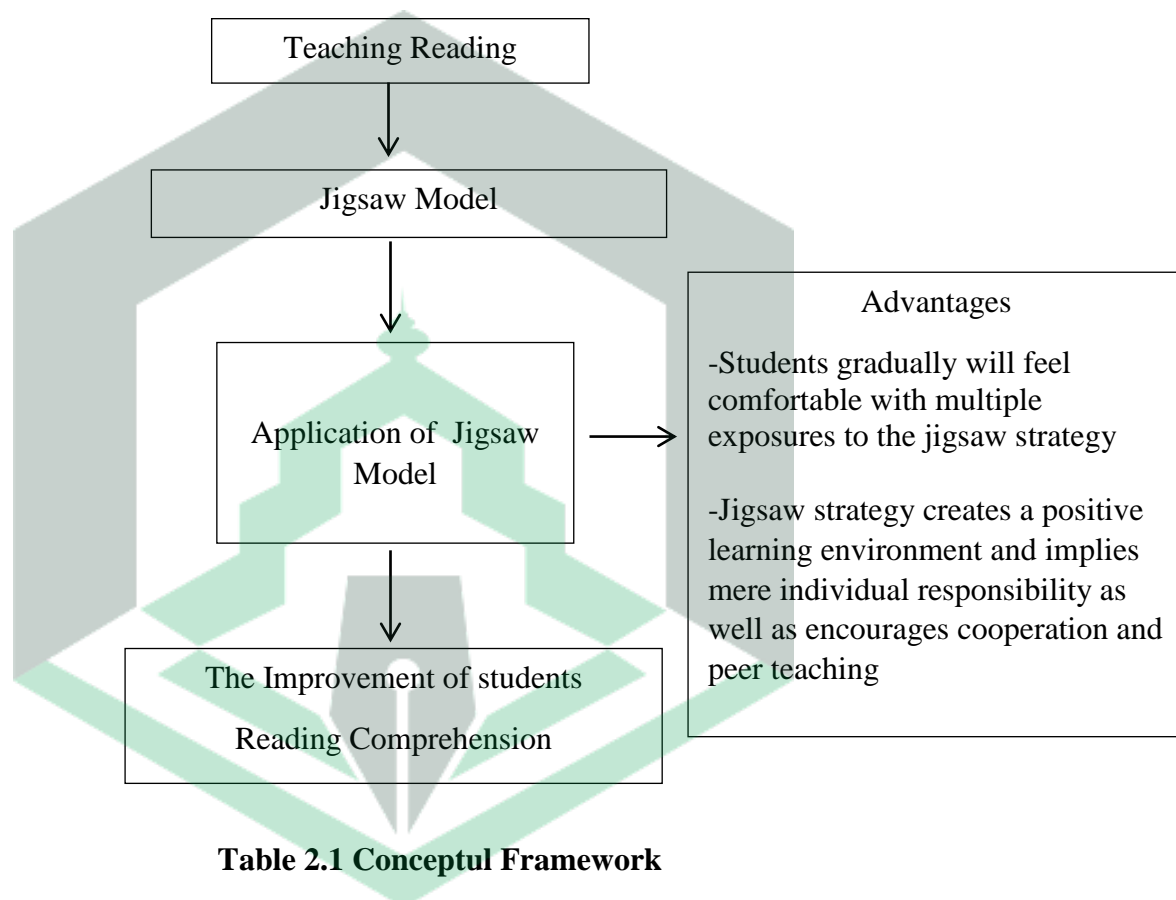
Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy, but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterward, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the very heavy springs. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake.

E. Conceptual Framework

The focus of this research is to determine the development of students' reading comprehension through jigsaw model at MTs. Batusitanduk The framework of thought is explained as follows.



The conceptual framework above shows the research process in the teaching and learning process. This study used Jigsaw Model to improve students' reading comprehension. The researcher will use pretest and post-test to ascertain students' reading comprehension.

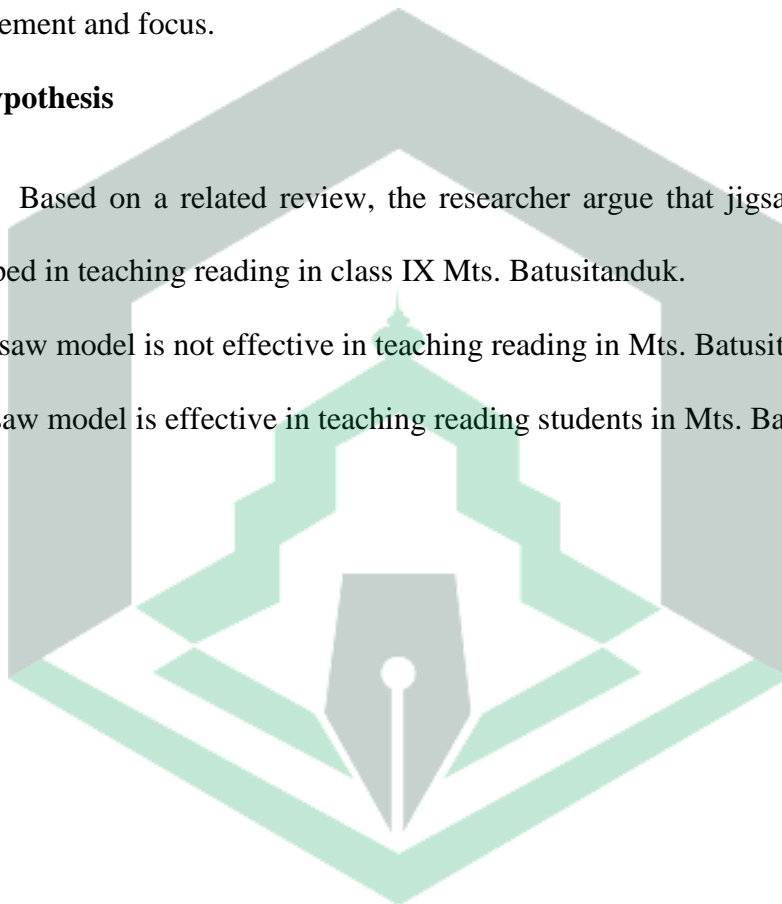
Pre-tests are tests given to students before treatment. Treatment is an action given to students to determine the effect of the method to be tested. After providing treatment to students, the researcher provide a post-test to check students' reading comprehension. From the test results, the researcher can see whether students' reading comprehension improved after treatment or no improvement and focus.

F. Hypothesis

Based on a related review, the researcher argue that jigsaw model was developed in teaching reading in class IX Mts. Batusitanduk.

H₀: Jigsaw model is not effective in teaching reading in Mts. Batusitanduk

H₁: Jigsaw model is effective in teaching reading students in Mts. Batusitanduk.

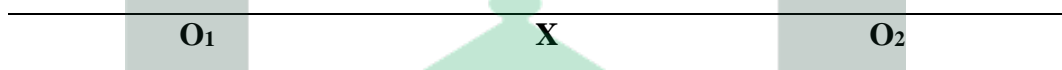


CHAPTER III

RESEARCH METHOD

A. Methodology of the Research

The researcher used the pre-experimental method. Researcher chose pre-experimental because it focused on a given class of tests (pre-test and post-test). According to Sugiyono, the pre-experiment design includes only one group or class that is given pre and post-test. This one-group pre-test and post-test design comprises one group without a control or treatment group. As for the design research pattern, one group pre-test and post-test by Sugiono, as follows:²⁵



Notes:

O₁: Pre-test (Before Treatment)

X: Treatment

O₂: Post-test (After Treatment)

B. Location of Research

This researcher chose class IX to obtain data that was used as the object of research. The research was conducted at MTs. Batusitanduk, Jl. Poros Palopo – Masamba Batusitanduk, Desa Bolong.

²⁵Sugiyono, *Statistik for research*.

C. Operational Definition of Research Variabel

The researcher determined two categories of variables, namely:

1. The dependent variable is the students' reading comprehension

Reading comprehension is the ability to understand and interpret the text read. This involves understanding the content of the text, the relationships between information, and the ability to summarize the meaning and messages contained in the text.

2. The independent variable is a jigsaw model

Jigsaw is a cooperative learning method in which groups of students work together to understand and master certain parts of the subject matter, then share their knowledge with other group members.

D. Population and Sample

The population of this research in MTs. Batusitanduk (Class IX). The sample for this study was MTs. Batusitanduk Class IX consisting of 86 students in 3 classes, and the researcher takes 21 students' from class IX B as her sample. In this research, the researcher used purposive sampling, because purposive sampling avoids bias that may arise if choosing a sample based on certain criteria. In addition, random sampling also allows the application of extensive statistical techniques to allow generalizing research results from the sample to the population.

E. Procedure of Collecting Data

Data is collected by the procedure below:

1. Observation

Before conducting the research, the location and population of the observation researcher were at the MTs. Batusitanduk.

2. Pre-test

The researcher gave a pre-test at the first meeting. The researcher gave a narrative text, then the students were given 30 minutes. After the students read, they were asked to answer multiple choices of 15 numbers depending on the students' reading comprehension. The goal is to know the students' reading comprehension before the treatment.

3. Treatment

The researcher conducted treatment that was carried out for five meetings. These steps are as follows:

- j. The first meeting on the topics of (The Lion and The Mouse, Golden Cucumber, The Legend of Surabaya, The Haunted House)
 - 1) The teacher divided students into home groups and expert groups.
 - 2) Each student was assigned a subtopic.
 - 3) Groups of experts searched for their sub-topics one by one and can be done through a closed or open structure.
 - 4) Students met with other experts who had researched the same topic.

- 5) The teacher visited groups to help students work together and make sure that the information provided was accurate.
- 6) The students taught each other, then returned to their home group to share information that had been given by the teacher.
- 7) The teacher assessed students' understanding of the overall topic.
- 8) The teacher asked each group to solve a problem that required students to synthesize what they had learned from the entire topic.
- 9) At the end students were able to reflect on what had been and what level of improvement they had made.
- k. The second meeting on the topics of (Cinderella, The Ant and The Dove, Snow White, The Clever Deer and The Hungry Crocodile)
- l. Third meeting on the topics of (The Legend Toba Lake, Sangkuriang and Dayang Sumbi, Roro Jongrang, Romeo and Juliet)
- m. Meeting of the four topics (Pinocchio, Rapunzel, Malin Kundang, Bawang Merah and Bawang Putih)

4. Post-Test

The final step was the researcher giving a post-test. The post-test procedure was the same as the pre-test. The result of the post-test was compared with the result of the pre-test to determine the improvement of students and their progress.

F. Research Instruments

The research instrument was a reading test. Reading tests in narrative texts were used as research instruments before and after treatment. The researcher

aimed to gather information about the comprehension ability of students reading narrative texts. Before performing the treatment, researcher were used several steps to collect data. First, the researcher provide a pre-test to determine the ability of reading comprehension narrative text, then provide treatment to students, then conducted a post-test using a narrative text in the form of multiple choice questions as many as 15 numbers. Post-test is used to assess students' comprehension ability to read narrative texts using statistical formulas.

G. Technique of Data Analysis

After collecting data by conducting pre-test, treatment, and post-test involving several instrument, the researcher then focused on data analysis. Therefore, several procedures were carried out by the researcher. The procedure explained as follows:

1. Score the student's correct answer using the following formula:

$$\text{Skor} \frac{\text{Total correct answe}}{\text{Total test items}} \times 100$$

2. Grouping student grades based on the following classification:

Table 3.1
Classification of score

No.	Score	Classification
1.	86-100	Excellent
2.	71-85	Very good
3.	56-70	Good
4.	41-55	Average
5.	26-40	Poor
6.	≤ 25	Very poor

3. Calculate the percentage of average student grades by using the following

$$\text{formula: } P = \frac{f}{N} \times 100$$

Note:

P = Percentage

F = Frequency

N = Number of samples

4. To find the average value and standard deviation, the researcher used SPSS 22.

H. Validity and Realibility

In this research, before the researcher conducts research on Class IX researcher make aspects of the feasibility of the validity of test instruments. Then, the researcher asked the supervisors and lecturers who had been entrusted to validate the problem to provide corrections and fill in the feasibility aspects. The questions are selected according to the level of students.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and discussed of the research about scores and output research in school-based and explained the details of the pre-test and post-test after giving a treatment using the jigsaw model.

A. Research Findings

In this case, the research looked at the students' pre-test and post-test scores, anthe mean and standard deviation of their pre-test and post-test scores. The data collected from students' pre-tests and post-tests served as the primary instrument in this research. The pre-test was administered before treatment, and the post-test was administered following the treatment analysis of students' scores before and after the pre-test and post-test.

1. Pre-Test

In this section the researcher displayed the total score of students' ability on the pre-test, the mean and standard deviation of the student's pre-test, and the percentage of the students' pre-test scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

Table 4.1
Scoring of The Students' Pre-test Scores

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	7	46	Average
2	S2	5	33	Poor
3	S3	3	20	Very Poor
4	S4	3	20	Very Poor
5	S5	6	40	Poor
6	S6	2	13	Very Poor
7	S7	1	6	Very Poor
8	S8	2	13	Very Poor
9	S9	4	26	Poor
10	S10	3	20	Very Poor
11	S11	5	33	Poor
12	S12	5	33	Poor
13	S13	5	33	Poor
14	S14	2	13	Very Poor
15	S15	1	6	Very Poor
16	S16	6	40	Poor
17	S17	2	13	Very Poor
18	S18	2	13	Very Poor
19	S19	3	20	Very Poor
20	S20	2	13	Very Poor
21	S21	1	6	Very Poor

Table 4.1 displays the students' Pre-test scores overall. It was found that the Pre-test score showed that one student got average, eight students got a poor score and thirteen got a very poor. SPSS 22 was used to compute the mean score of the students' ability. The result can be seen on the table descriptive below:

**Table 4.2 The mean score of students' in pre-test
Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	21	6	46	21.90	12.235
Valid N (listwise)	21				

Table 4.2 show the descriptive statistics of students' Pre-test score. This table explains that the highest score was 46 and the lowest was 6. It was also stated that the average student's Pre-test score was 21.90 with a standard deviation of 12.235.

**Table 4.3
Rate percentage of students' scoring in pre-test**

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Very Good	71-85	-	-
Good	56-70	-	-
Average	41-55	1	4%
Poor	26-40	8	38%
Very Poor	≤	13	61%
Total		18	100%

Table 4.3 it can be seen that students' reading comprehension before being given treatment. From all of the students, there was 1 student (4%) got a score **Average**, 8 students (38%) got a score **Poor** and 13 students (61%) got the score **Very Poor**.

2. Post-Test

In this section, researcher displays the total score of students' ability on the post-test, the mean and standard deviation of the students' post-test, and the

percentage of students' post-test score. The researcher presented them in tables and used SPSS 22 to calculate the score.

Table 4.4
Scoring of the Students' Reading Test in Post-test

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	10	66	Good
2	S2	8	53	Average
3	S3	13	86	Excellent
4	S4	8	53	Average
5	S5	10	66	Good
6	S6	9	60	Good
7	S7	9	60	Good
8	S8	9	60	Good
9	S9	8	53	Average
10	S10	7	46	Average
11	S11	10	66	Good
12	S12	10	66	Good
13	S13	7	53	Average
14	S14	9	60	Good
15	S15	9	60	Good
16	S16	11	73	Very Good
17	S17	11	73	Very Good
18	S18	12	80	Very Good
19	S19	8	53	Average
20	S20	8	53	Average
21	S21	12	80	Very Good

Table 4.4 displays the students' pre-test score overall. It was found that the post-test score showed that one student got an excellent score, four students got a very good score, seven students got an average score, and nine students got a good score. SPSS 22 was used to compute the mean score of the students' ability. The result can be seen on the table descriptive below:

**Table 4.5 The mean score of students in Post-test
Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	21	46	86	62.86	10.669
Valid N (listwise)	21				

Table 4.5 shows the descriptive statistics of students' post-test scores. It can be explained that the highest students score was 86 and the lowest was 46. It was also stated that the average student's post-test score was 62.86 with a standard deviation of 10.669.

**Table 4.6
Rate percentage of students' scoring in post-test**

Classification	Score	Frequency	Percentage
Excellent	86-100	1	5%
Very Good	71-85	4	19%
Good	56-70	9	42%
Average	41-55	7	33%
Poor	26-40	-	-
Very Poor	≤25	-	-
Total		21	100%

Table 4.6 it can be seen that students' reading comprehension after being given treatment. There was 1 student (5%) got the score excellent, 4 students (19%) got the score very good, 9 students (42%) got the score good, and 7 students (33%) got the score average. This means that students' reading comprehension improved after the jigsaw model. Looking at the mean score of students in pre-test and post-test, the researcher calculated it by using SPSS 22. The result was presented into the table descriptive statistic as follows:

Table 4.7
The mean and standard deviation in pre-test and post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	21	6	46	21.90	12.235
Posttest	21	46	86	62.86	10.669
Valid N (listwise)	21				

Table 4.7 indicated that the standard deviation was 12.235 and in the post-test 10.669. It also showed that the mean score of the students on the pre-test was 21.90 and the mean score of the students on the post-test was 62.86. The result of the table above showed that the main score of students in the post-test was higher than the mean score of students in the pre-test. It included that using jigsaw model was effective in teaching reading.

To determine whether the pre-test and post-test were significantly different and to assess the acceptability of the hypothesis of this research, used tests analysis and calculated using SPSS 22. The results are presented in the table of paired samples statistics, paired z-sample correlations, and paired samples t-test. They were presented in the following tables:

Table 4.8
The paired samples statistics of pre-test and post-test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	21.90	21	12.235	2.670
	Posttest	62.86	21	10.669	2.328

According to Table 4.8 sample statistics of pre-test and post-test above, standard deviation in the pre-test is 12.235 and 10.669 in the post-test. Furthermore, the pre-test standard deviation error 2.670, and the post-test standard

deviation error is 2.328. The table above also showed that the mean score in the pre-test is 21.90, and the post-test is 62.86. It concluded that the student's scores improved from 2.90 to 62.86.

Table 4.9
The paired samples correlation of pre-test and post-test
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	21	-.041	.858

In paired samples table 4.9. The correlation of the student's ability before and after treatment is 047, according to the pre-test and post-test correlations presented above. There was a significant relationship between student's ability to read narrative text before and after treatment.

Table 4.10
The pairs sample t-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest - posttest	-40.952	16.563	3.614	-48.492	-33.413	-11.330	20	.000

Table 4.10 showed the correlation of the pre-test and post-test paired samples. The results of the sample t-test detailed test showed a significant number between the pre-test and post-test besides the significant value (2-tailed) $p = 0.000, <0.05$. The null hypothesis (h_0) and this study were rejected, and the alternative hypothesis (h_a) was accepted, indicating a significant different between

the two tests. The results showed that jigsaw model can improve students' reading comprehension.

B. Discussion

Based on initial observations, the researcher received information from an English teacher that the reading ability of students at the school was low. To solve this problem, the researcher considered improving students' reading comprehension ability in reading narrative texts by using jigsaw model. The researcher was conducted to find out the improvement of students' reading comprehension in narrative text through jigsaw model. The description of the data collected from students' reading comprehension in English for details. The trick was to improve students' reading comprehension by using the jigsaw method. Jigsaw was a cooperative learning method in which groups of students work together to understand the subject matter with other group members so that students can understand what they read. The sample of this research was students of the ninth-grade MTs. Batusitanduk with a population of 21 students. Based on the results of data analysis, researchers concluded that students' reading comprehension skills using jigsaw model increased can be seen in Table 4.6. The student's pre-test average score was 21.90, and the post-test average was 62.86. Determined from data analysis, pretest standard deviation of 12.235 and post-test standard deviation of 10.669.

After providing treatment using the jigsaw model on students, researchers provide a post-test to ensure the improvement of students' reading comprehension skills in learning English. Researchers found that students were able to improve the

ability to read comprehension of narrative texts better than before treatment. The learning process in the classroom shows that the use of jigsaw model was effective for teaching in terms of improving students' reading comprehension skills. During the classroom teaching and learning process, most students enjoy and understand when they apply this technique.

In the post-test, the researcher asks the students questions. The Post-test was conducted after giving four treatments to students. This is done to get the value of students' reading ability on the post-test and to determine the improvement of students' reading comprehension skills. Related to the analysis classification table and the percentage level of students on the post-test and the average value of students, researchers concluded that students' reading ability is higher than before treatment. Based on Table 4.7 comparing pretest and post-test student results. During the learning process, initially students feel confused to learn to use this technique. Because students are not familiar with the jigsaw model in learning English, the researchers gave practice questions for 30 minutes for them to complete under the guidance of researcher.

The use of the jigsaw model has changed the way we improve reading comprehension in English. This section highlights the impact and advantages of using the jigsaw model to improve students' reading comprehension. By incorporating the jigsaw model into the English learning process. Can be seen research conducted by Andika Fawri in the title of the research "The Effectiveness of Content Mastery Services with Jigsaw Type Cooperative Learning Models to Improve Students' Interpersonal Communication Skills" says that teacher learning

models can help students get information, ideas, skills, ways of thinking, and expressing ideas. One form of learning model is cooperative learning which is based on the idea that students work together in Group learning and at the same time each is responsible for the learning activities of group members, so that all group members can master the subject matter well, cooperative learning emphasizes cooperation between students in groups.²⁶

Research conducted by Ehsan Namaziandost, After conducting the tests, the researcher analyzed the data in order to find out the effectiveness of the Jigsaw model on the students' reading comprehension. The findings showed that the students who received instruction through the Jigsaw model had better performance compared to those who were trained through traditional classrooms. The results statistically revealed that the experimental group significantly did better than the control group ($p < .05$).²⁷ Researcher previously used control groups and traditional classes to generate data while researchers only used control classes to generate data, while researcher use only one class to generate data.

The novelty in this research is that the use of jigsaw models in the context of ninth grade education can be considered as a new approach. This Model is well known in education, but not necessarily often used at this level.

²⁶Andika Fawri, dan Yarmis Syukur, "The Effectiveness of Content Mastery Services With Jigsaw Type Cooperative Learning Models to Improve Students' Interpersonal Communication Skills," *International Journal of Applied Counseling and Social Sciences* 3, No. 2 (2022): 25, <https://doi.org/10.24036/005505ijaccs>.

²⁷Ehsan Namaziandost, Abbas Pourhosein Gilakjani, and Hidayatullah, "Enhancing Pre-Intermediate EFL Learners' Reading Comprehension through the Use of Jigsaw Technique," *Cogent Arts and Humanities* 7, no. 1 (2020), <https://doi.org/10.1080/23311983.2020.1738833>.

This is a new way to apply collaborative methods that can help students in reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, it can be concluded that jigsaw model is effective in improving the reading comprehension at ninth-grade students of MTs. Batusitanduk, especially Class IX B. It is proven by the significant value level. The jigsaw model encourages students to understand the text carefully and deeply. The focus on detail and analysis helps students understand the nuances, sentence structure, and deeper meaning of the text. The Jigsaw model encourages students to work together in small groups. It can improve collaboration skills and the ability to work in a team. Students understand, summarize and teach the material to their peers. It promotes active learning and deeper understanding.

B. Suggestion

Based on the explanation in the previous chapter, the researcher presented a suggestion:

1. For English Teachers

Using narrative text in class means building an interactive environment between students and teachers in discussion through jigsaw model. Therefore, teachers need to ensure that all students are involved in the activity. Furthermore, the teacher can modify some steps in the application of

Jigsaw model is based on the teacher's creativity to create a feasible activity for the class.

2. For Students

The narrative text essentially facilitates the student to guide him in reading. The vocabulary questions section allows students to understand the text by finding its meaning from many words. In addition, narrative text charts help students to understand the main idea as well as the details in the text.

3. For Other Researchers

The result of this research can be used as basic information for further research about jigsaw model in teaching reading. As a suggestion, the other researchers are expected to create more proper activity apart from what is already presented in this research. The lack found in this research can be covered through the innovation of the use of jigsaw model in another population, sample, or skill.

4. Weakness of Jigsaw

Jigsaw Model tend to take longer because of the focus on in-depth analysis of the text. This can be a challenge in covering a wider range of material in a limited amount of time and also it may be less interesting for some students, especially if it is not presented interestingly. Despite its shortcomings, the jigsaw model still has an important value in the development of a deep understanding of the text and mastery of more careful reading comprehension.

2. The Latest in This Research

The latest in this research is that the researcher focuses on the vocabulary of students by providing a time limit to search for some vocabulary that they want to know the meaning of in the narrative text. The researcher also used only one class in this research to determine whether jigsaw model can improve students' reading comprehension.

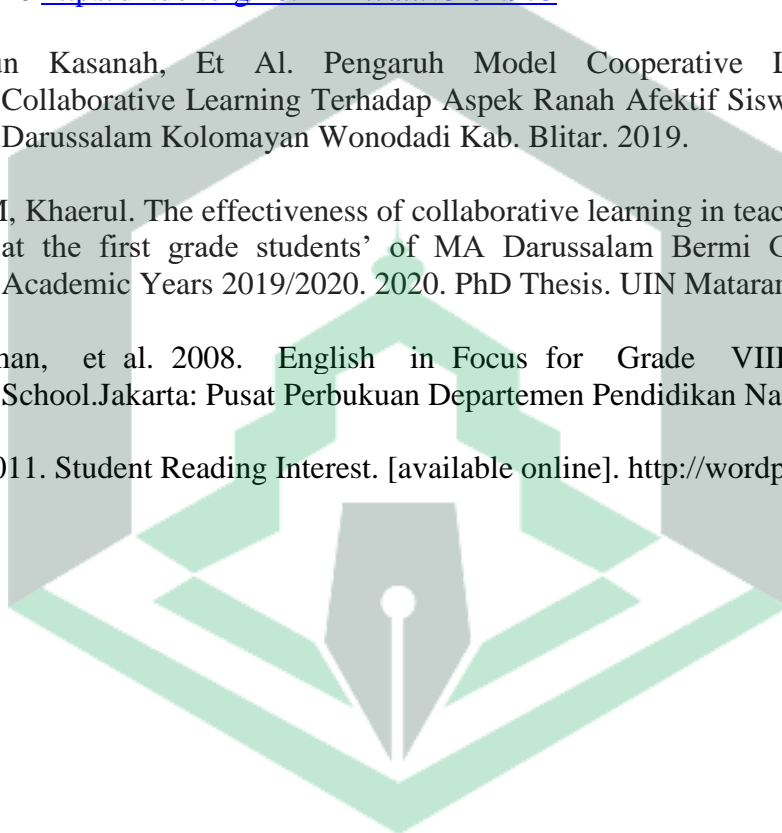


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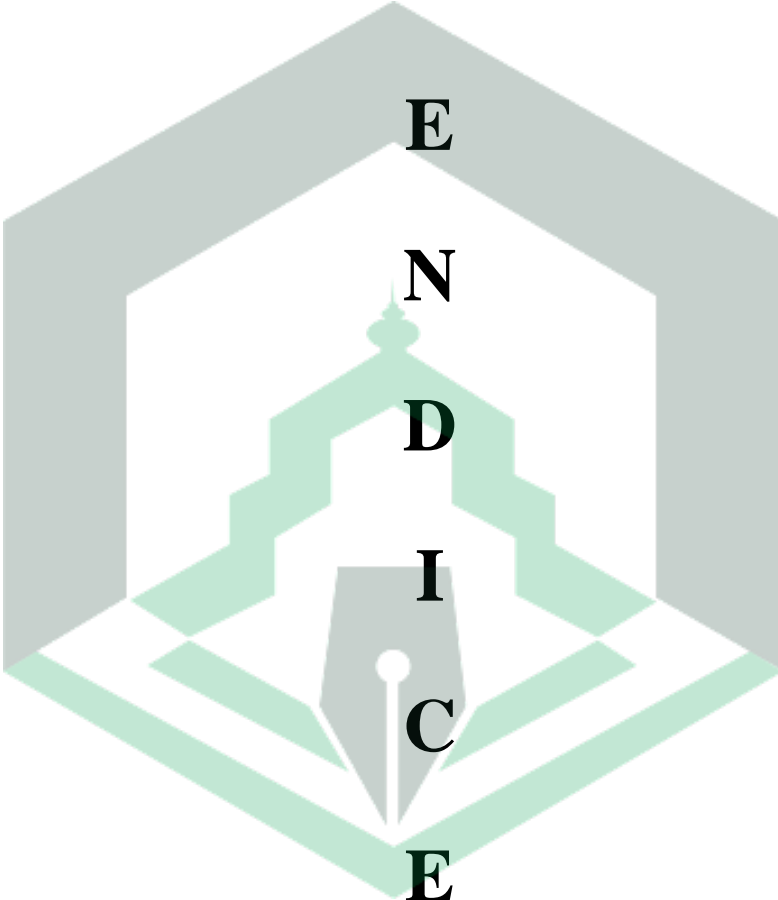
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APPENDIX 1

PPP LESSON PLAN

First Meeting

CLASS/LEVEL	8 th Grade of Junior High School/MTs. Batusitanduk
MEETING	1 (First)
TOPIC	Narrative Text (The Lion and The Mouse, Golden Cucumber, The Legend of Surabaya, The Haunted House)
OBJECTIVES	Finding out whether Jigsaw Model is effective to improve students' reading comprehension
MATERIALS	Marker, Whiteboard, Paper, ETC.
TIME	60 Minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, ETC.

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p>	T-SS	5 minutes

<p>T: If I say chika chika... you have to say boom boom!</p> <p>T: Chika chika...</p> <p>SS: Boom boom !</p> <p>Lead in</p> <ul style="list-style-type: none"> • Teacher asks students about what materials to be study 		
<p>Presentation</p> <ul style="list-style-type: none"> • Teacher explains the material about Narrative Text 	TTT	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher will introduce materials on Narrative Text • Teacher divides into home groups and expert groups • Each student is assigned a subtopic • Have groups of Experts search for their sub-topics one by one and can be done through a closed or open structure • Students meet with other experts researching the same topic • Teacher visit groups to help students work together and make sure that the information 	<p>T-SS</p> <p>SS-SS</p>	<p>30 minutes</p>

<p>provided is accurate</p> <ul style="list-style-type: none"> • The students will teach each other, then return to their home group to share information on how • Teacher assess students ' understanding of the overall topic • The teacher asks each group to solve a problem that requires students to synthesize what they learned from the entire topic • At the end students can reflect on what has been and what level of improvement they have made 		
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Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher repeats the material and checks understanding • Teacher provides input and conclusions 	T-SS	10 minutes

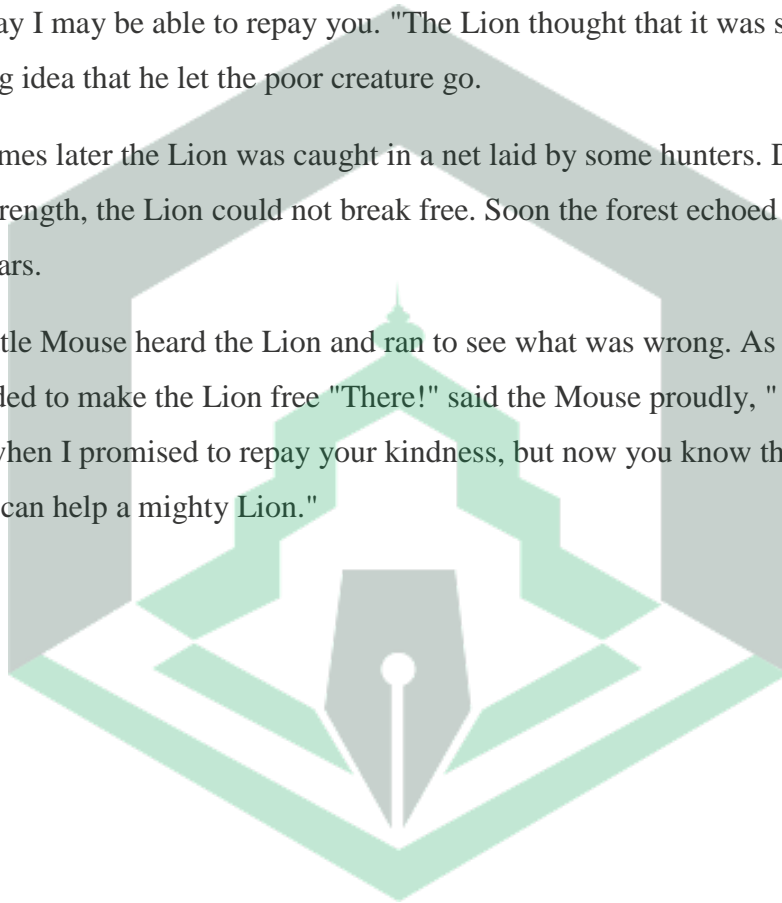
Narrative Text About The Lion and The Mouse

The Lion and The Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion."



Narrative Text About Timun Emas

Timun Emas

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt.

‘Timun, take these things’

‘What are these things?’

‘These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!’

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left.

So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

Narrative Text About The Legend of Surabaya

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Narrative Text About The Haunted House

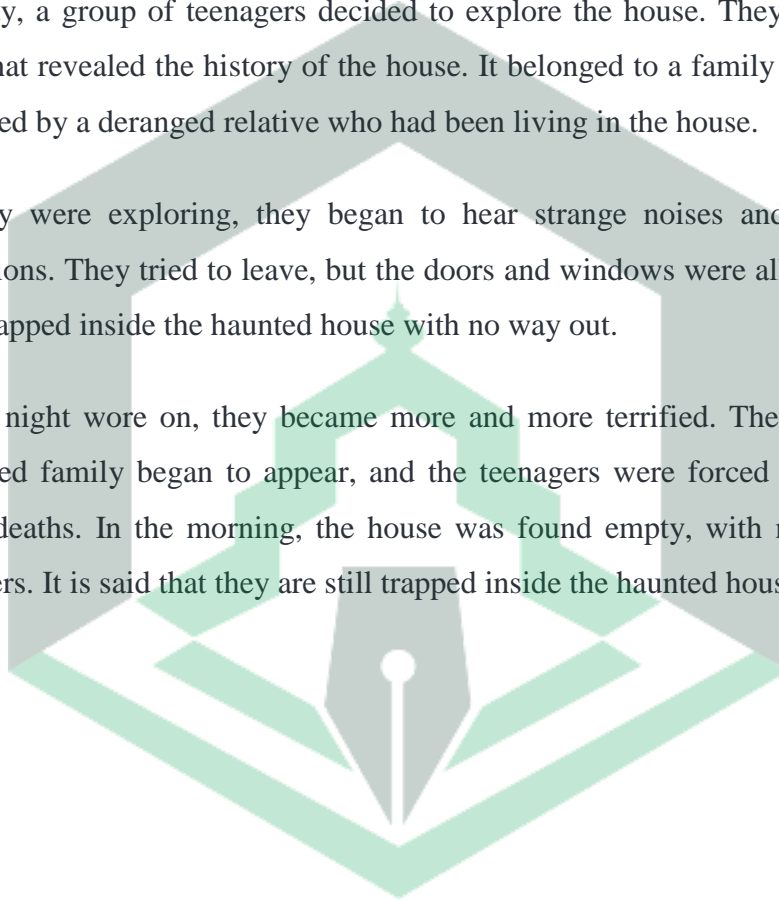
The Haunted House

There was an old, abandoned house on the outskirts of town that was said to be haunted. People who entered the house never returned, and strange noises and voices could be heard coming from inside.

One day, a group of teenagers decided to explore the house. They found an old diary that revealed the history of the house. It belonged to a family who had been murdered by a deranged relative who had been living in the house.

As they were exploring, they began to hear strange noises and saw ghostly apparitions. They tried to leave, but the doors and windows were all locked. They were trapped inside the haunted house with no way out.

As the night wore on, they became more and more terrified. The ghosts of the murdered family began to appear, and the teenagers were forced to relive their brutal deaths. In the morning, the house was found empty, with no sign of the teenagers. It is said that they are still trapped inside the haunted house to this day.



PPP LESSON PLAN

Second Meeting

CLASS/LEVEL	8 th Grade of Junior High School/MTs. Batusitanduk
MEETING	2 (Second)
TOPIC	Narrative Text (Cinderella, The Ant and The Dove, Snow White, The Clever Deer and The Hungry Crocodile)
OBJECTIVES	Finding out whether Jigsaw Model is effective to improve students' reading comprehension
MATERIALS	Marker, Whiteboard, Paper, ETC.
TIME	60 Minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, ETC.

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p> <p>T: If I say chika chika... you have to say boom boom!</p> <p>T: Chika chika...</p>	T-SS	5 minutes

SS:Boom boom ! Lead in <ul style="list-style-type: none"> Teacher asks students about what materials to be study 		
Presentation <ul style="list-style-type: none"> Teacher explains the material about Narrative Text 	TTT	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher will introduce materials on Narrative Text Teacher divides into home groups and expert groups Each student is assigned a subtopic Have groups of Experts search for their subtopics one by one and can be done through a closed or open structure Students meet with other experts researching the same topic Teacher visit groups to help students work together and make sure that the information provided is accurate The students will teach each other, then return to their home group to share information on how 	T-SS SS-SS	30 minutes

<ul style="list-style-type: none"> • Teacher assess students ' understanding of the overall topic • The teacher asks each group to solve a problem that requires students to synthesize what they learned from the entire topic • At the end students are able to reflect on what has been and what level of improvement they have made 		
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Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher repeats the material and checks understanding • Teacher provides input and conclusions 	T-SS	10 minutes

Narrative Text About Cinderella

Cinderella

In a village, there lived a girl named Cinderella. She lives with her evil stepmother and her two arrogant stepsisters. Cinderella had to do all the household chores without stopping, while her stepmother and stepsisters were having fun.

One day, news arrives that the King will be holding a ball at the palace to find a mate for his son, the Prince. All the girls in the kingdom are invited to attend the party. Cinderella really wanted to go, but her stepmother and stepsisters forbade it. However, a kind fairy heard Cinderella's wish. He appeared before her and gave her a beautiful gown, slipper glass, and a carriage filled with cheerful little animals.

In a beautiful dress and sparkling glass slipper, Cinderella went to the ball in the palace. When she arrived, everyone was mesmerized by Cinderella's beauty and kindness. The prince himself could not take his eyes off Cinderella.

That night, Cinderella and Prince danced together beautifully. They get to know each other and realize how compatible they are for each other. Cinderella felt very happy.

However, as the clock struck almost midnight, Cinderella remembered that the fairy's charm would be lost. He had to leave before the magic faded. Quickly, Cinderella left the palace, missing a glass slipper on the stairs as she ran out.

The next day, the Prince looks for the mysterious girl who left the glass slipper. He went door to door, asking each girl to try on the shoes. When she arrived at Cinderella's house, her stepsisters tried to prevent Cinderella from trying on the shoes. But Cinderella insisted.

The moment Cinderella put on the matching glass slippers, the Prince knew she was the girl he was looking for. They smiled at each other, and Cinderella was welcome into the kingdom.

Cinderella and Prince finally united and lived happily. Cinderella left her bitter past and started a new life in the palace with her true love.



Narrative Text About The Ant and The Dove

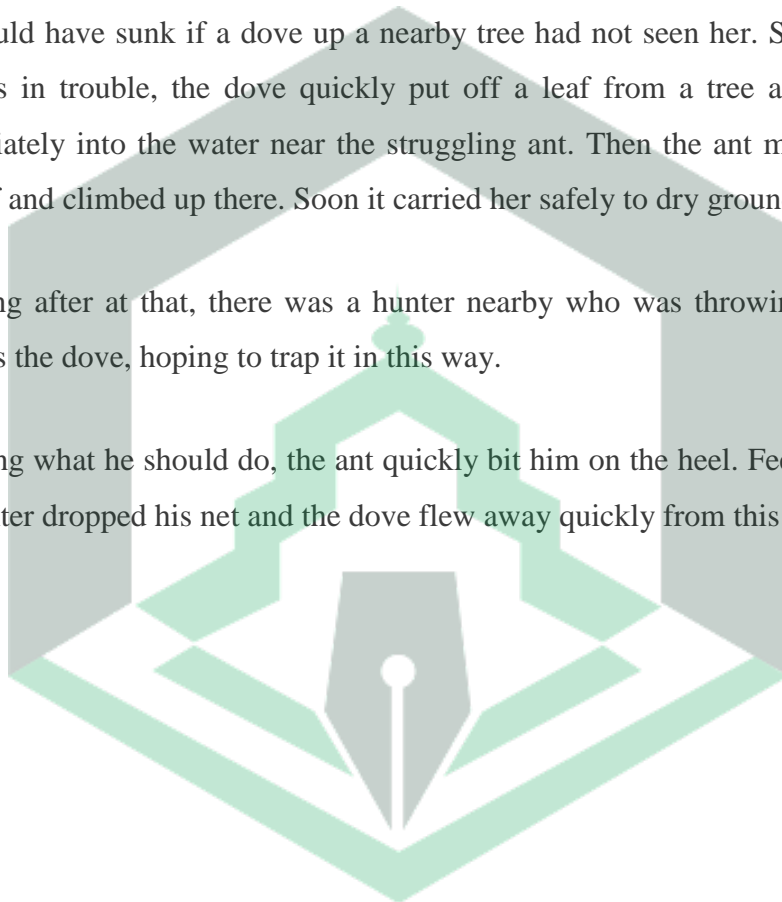
The Ant and the Dove

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

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

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

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



Narrative Text About Snow White

Snow White

One day, there was a queen sitting near a very beautiful window while tailoring and seeing the snow. Accidentally, her finger was pierced by a sewing needle so that three drops of blood dripped out. The drops of blood fell on the snow. The red color of the blood which was stuck in the white of the snow looked very pretty. Suddenly the queen thought “If only i had a child whose skin were as white as snow and whose lips were as red as blood”.

As the time went by, finally a queen gave birth of a very pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a very pretty and kind-hearted girl. She was called Snow White. However, when Snow White was about teenager, the queen died because of an illness. After the queen’s death, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant.

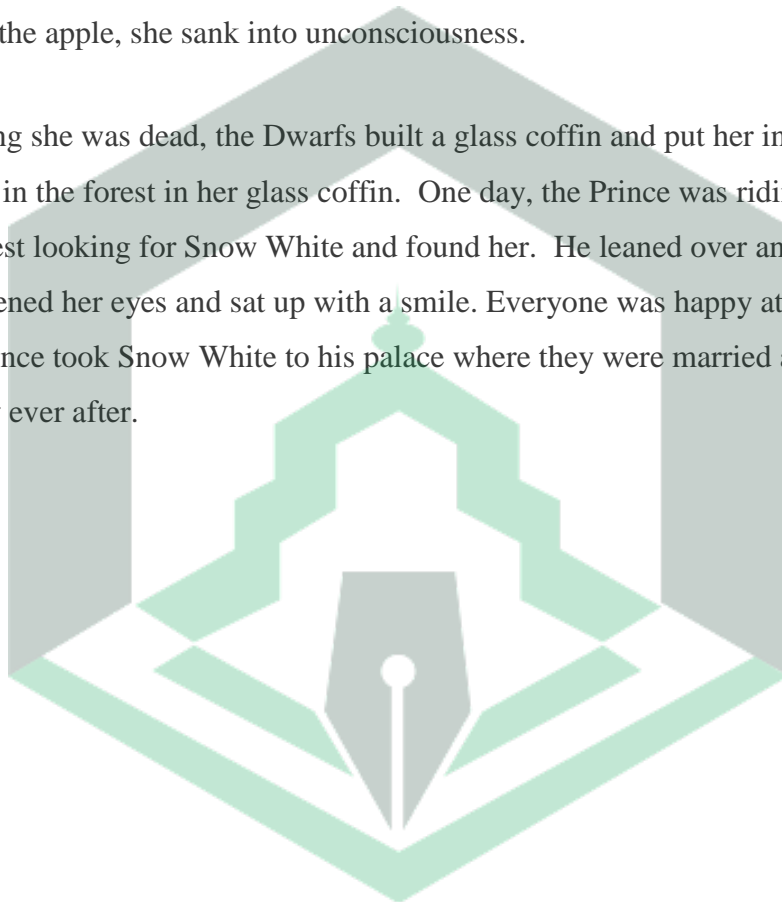
Everyday the queen stood in front of her magic mirror while asking “Who is the most beautiful woman in the land?” and the mirror always answered, “You are the most beautiful one of all.” The new queen asked the same question everyday and the mirror always answered the same thing. But one day the mirror answered that the queen was so beautiful but Snow White was much more beautiful than the queen. It made the queen so angry that she gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had such a kind heart that he couldn’t do the deed. He told her to run away. In her fleeing into the woods, she found a place in which seven dwarfs lived. Their house was small and strange. Snow White entered the little house and found it very untidy. Then, she started to clean up the entire house. In the upstairs she found seven little beds. She was so exhausted that she stretched out on one of the beds. Not long after that, she was asleep on the bed.

When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. She lived there together happily.

Unfortunately, The Queen discovered the place where Snow White was living and disguised herself as a witch. She then took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy at that time. The Prince took Snow White to his palace where they were married and lived happily ever after.



Narrative Text About Clever Deer The and The Hungry Crocodile

Clever Deer The and The Hungry Crocodile

Pada suatu hari di tengah hutan yang lebat, hiduplah seekor kancil yang sangat cerdas. Dia selalu menggunakan kecerdasannya untuk menghindari bahaya dan menyelesaikan masalah. Di seberang sungai yang mengalir deras, tinggal seekor buaya lapar yang selalu mencari mangsa.

Suatu pagi, kancil yang sedang mencari makanan berada di sekitar sungai. Dia melihat buaya lapar itu berjemur di tepi sungai dengan mulut terbuka lebar. Kancil menyadari bahwa dia harus waspada, tetapi dia tidak ingin menjadi mangsa buaya.

Dengan pikiran yang cerdas, kancil berjalan mendekati buaya dengan lambat. Buaya itu melihat kancil mendekat dan berpikir, "Akhirnya ada mangsa yang mudah untukku hari ini!"

Namun, kancil berhenti beberapa langkah sebelum mencapai buaya dan berkata, "Selamat pagi, Tuan Buaya! Sungguh cuaca yang cerah hari ini, bukan?"

Buaya itu agak terkejut mendengar sapaan dari kancil. Dia tidak terbiasa mendapat salam dari mangsa yang potensial. Tetapi dia menjawab, "Ya, memang hari yang cerah. Tetapi tidak secerah nasibmu yang akan menjadi makananku!"

Kancil tersenyum cerdas dan berkata, "Tuan Buaya, saya tidak bermaksud menyusahkanmu. Tapi, tadi saat saya berjalan di hutan, saya melihat seorang raja yang besar dan perkasa. Dia sedang mencari hewan yang kuat untuk menjadi penjaga istananya. Saya berpikir, Tuan Buaya, kamu pasti cocok untuk menjadi penjaga istana raja!"

Mendengar pujian itu, buaya merasa terbangkitkan kebanggaannya. Dia pikir, "Benar, aku memang kuat dan perkasa. Jika aku menjadi penjaga istana raja, aku akan mendapatkan banyak makanan enak setiap hari."

Kancil yang masih tersenyum berkata, "Jika Tuan Buaya mau, saya bisa mengantarmu ke istana raja. Kita bisa pergi sekarang jika Tuan mau."

Buaya itu berpikir sejenak dan setuju dengan tawaran kancil. Dia membayangkan hidupnya sebagai penjaga istana raja yang terhormat. Tanpa curiga, dia membuka mulutnya lebar-lebar agar kancil bisa naik ke punggungnya.

Namun, begitu kancil melompat ke punggung buaya, dia melompat dengan cepat dan terhindar dari mulut buaya yang sedang terbuka. Kancil tertawa sambil berkata, "Terima kasih atas tumpangan yang nyaman, Tuan Buaya. Tetapi aku tidak akan menjadi makananmu!"

Buaya itu marah dan merasa tertipu. Dia mencoba mengejar kancil, tetapi kancil yang lincah berhasil melarikan diri ke dalam hutan yang lebat. Buaya yang kecewa berjanji pada dirinya sendiri bahwa suatu hari dia akan menangkap kancil itu.

Beberapa minggu berlalu, kancil tetap waspada dan menghindari sungai tempat buaya tinggal. Namun, kecerdikannya tidak berhenti di situ. Dia memutuskan untuk menemukan cara agar buaya itu tidak lagi menjadi ancaman baginya dan hewan-hewan lain di hutan.

Kancil merencanakan suatu pertemuan dengan buaya. Dia mengirim pesan kepada buaya, mengatakan bahwa dia ingin berdamai dan mengajak buaya berbicara di tepi sungai. Buaya yang masih memendam dendam setuju dengan pertemuan tersebut.

Ketika mereka bertemu, kancil mengatakan dengan tulus, "Tuan Buaya, saya ingin meminta maaf atas tindakan saya sebelumnya. Saya sadar bahwa saya telah menyinggung Tuan dengan trik saya. Saya berharap kita bisa hidup berdampingan dengan damai di hutan ini."

Buaya, yang terkejut mendengar permintaan maaf kancil, berpikir sejenak. Dia menyadari bahwa dendam tidak akan membawa kebaikan apa pun, dan dia akhirnya setuju untuk berdamai dengan kancil.

Sejak saat itu, kancil dan buaya hidup berdampingan dengan damai. Mereka saling menghormati dan membantu satu sama lain. Kancil menggunakan kecerdasannya untuk memberikan peringatan dini jika ada bahaya mendekati sungai, dan buaya menjaga sungai dengan menjauhkan hewan-hewan berbahaya yang ingin mencelakai kancil dan hewan-hewan lain



PPP LESSON PLAN

Third Meeting

CLASS/LEVEL	8 th Grade of Junior High School/MTs. Batusitanduk
MEETING	3 (Third)
TOPIC	Narrative Text (The Legend Toba Lake, Sangkuriang and Dayang Sumbi, Roro Jongrang, Romeo and Juliet)
OBJECTIVES	Finding out whether Jigsaw Model is effective to improve students' reading comprehension
MATERIALS	Marker, Whiteboard, Paper, ETC.
TIME	60 Minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, ETC.

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p> <p>T: If I say chika chika... you have to say boom boom!</p> <p>T: Chika chika...</p>	T-SS	5 minutes

SS:Boom boom !		
Lead in <ul style="list-style-type: none"> Teacher asks students about what materials to be study 		
Presentation <ul style="list-style-type: none"> Teacher explains the material about Narrative Text 	TTT	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher will introduce materials on Narrative Text Teacher divides into home groups and expert groups Each student is assigned a subtopic Have groups of Experts search for their sub-topics one by one and can be done through a closed or open structure Students meet with other experts researching the same topic Teacher visit groups to help students work together and make sure that the information provided is accurate The students will teach each other, then return to their home group to share information on how Teacher assess students ' understanding of the 	T-SS SS-SS	30 minutes

<p>overall topic</p> <ul style="list-style-type: none"> • The teacher asks each group to solve a problem that requires students to synthesize what they learned from the entire topic • At the end students can reflect on what has been and what level of improvement they have made 		
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Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher repeats the material and checks understanding • Teacher provides input and conclusions 	T-SS	10 minutes

Narrative Text About The Legend of Toba Lake

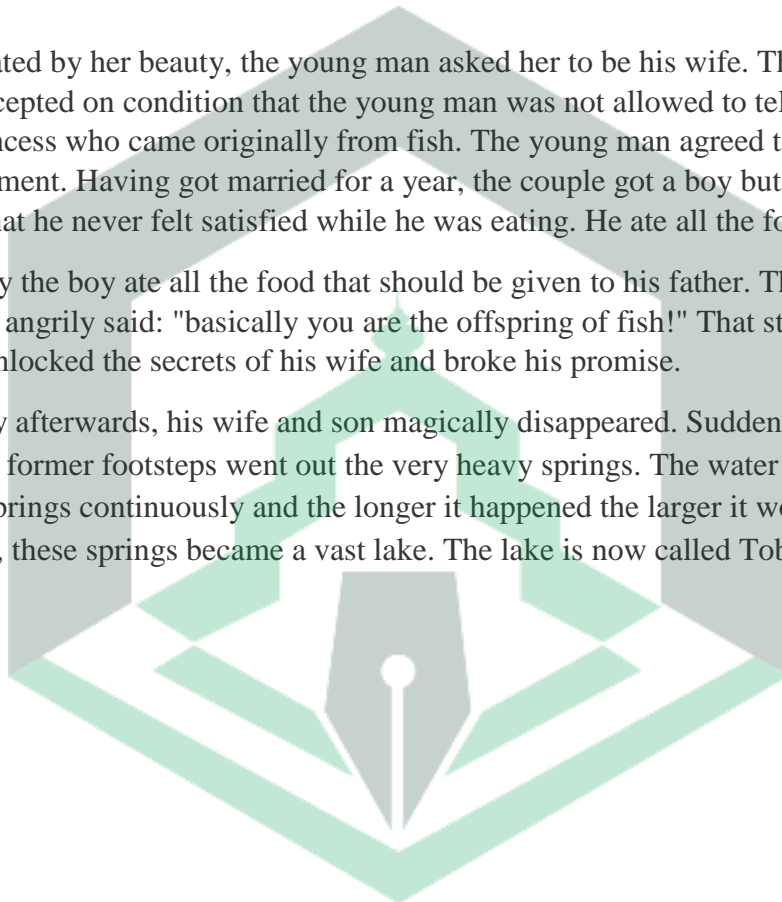
The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the very heavy springs. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake



Narrative Text About Sangkuriang and Dayang Sumbi

Sangkuriang and Dayang Sumbi

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi found out that it was not deer liver but Tumang's dog. So, She was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make them one night before sunrise. He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

Sangkuriang failed to marry her. He was outraged and then kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

Narrative Text About Roro Jongrang

Roro Jongrang

Long ago, in the land of Central Java, there lived a powerful king named Prabu Baka. He was a cruel and selfish ruler who cared only about his desires and pleasures. One day, he decided to build a grand temple to showcase his wealth and power. He ordered his subjects to work day and night, using all of their strength to build the temple.

But the people were exhausted and could not continue their work. So, the king made a deal with a powerful demon named Bandung Bondowoso. He promised to give the demon the most beautiful woman in the land, Roro Jonggrang, in exchange for his help in completing the temple.

Bandung Bondowoso agreed to the deal and used his supernatural powers to complete the temple in a single night. But when the king refused to honor his end of the bargain and give him Roro Jonggrang, the demon became furious.

With his powers, Bandung Bondowoso turned Roro Jonggrang into a statue and placed her in the temple, where she became known as Durga, the goddess of destruction. When the king discovered what had happened, he was filled with regret and pleaded with the goddess to forgive him and bring Roro Jonggrang back to life.

Durga agreed to forgive the king, but she refused to release Roro Jonggrang from her statue form. Instead, she demanded that the king build a thousand temples in honor of the goddess and her worshippers. The king agreed and built the temples, one after another, until he reached the final temple.

At this temple, he was assisted by Roro Jonggrang's spirit, who urged him to stop building before he could complete the thousandth temple. And so, to this day, the final temple remains incomplete, a symbol of the king's greed and the power of the supernatural forces that can be unleashed by such greed.

Narrative Text About Romeo and Juliet

Romeo and Juliet

In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies. One day, Romeo attended the feast of the Capulets', a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo's eyes fell upon Juliet, and he thought of Rosaline no more.

The vision of Juliet had been invading his every thought. Unable to sleep, Romeo returned late that night to the Juliet's bedroom window. There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o'clock the next morning to be married.

Early the next morning, Romeo came to Friar Lawrence begging the friar to marry him to Juliet. The Friar performed the ceremony, praying that the union might someday put an end to the feud between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo chanced upon his friend Mercutio arguing with Tybalt, a member of the Capulet clan. That quarrel last caused Merquito died. Romeo was reluctant no longer. He drew his sword and slew Tybalt died. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool down. He promised to inform Juliet.

In the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet consulted Friar Lawrence and made a plot to take a sleeping potion for Juliet which would simulate death for three days. The plot proceeded according to the plan. Juliet was sleeping in death.

Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to kiss the poison from his lips, but failed. Then Juliet put out his dagger and plunged it into her breast. She died



PPP LESSON PLAN

Four Meeting

CLASS/LEVEL	8 th Grade of Junior High School/MTs. Batusitanduk
MEETING	4 (Four)
TOPIC	Narrative Text (Pinocchio, Rapunzel, Malin Kundang, Onion and Garlic)
OBJECTIVES	Finding out whether Jigsaw Model is effective to improve students' reading comprehension
MATERIALS	Marker, Whiteboard, Paper, ETC.
TIME	60 Minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, ETC.

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p> <p>T: If I say chika chika... you have to say boom boom!</p> <p>T: Chika chika...</p> <p>SS:Boom boom !</p> <p>Lead in</p>	T-SS	5 minutes

<ul style="list-style-type: none"> Teacher asks students about what materials to be study 		
<p>Presentation</p> <ul style="list-style-type: none"> Teacher explains the material about Narrative Text 	TTT	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher will introduce materials on Narrative Text Teacher divides into home groups and expert groups Each student is assigned a subtopic Have groups of Experts search for their sub-topics one by one and can be done through a closed or open structure Students meet with other experts researching the same topic Teacher visit groups to help students work together and make sure that the information provided is accurate The students will teach each other, then return to their home group to share information on how Teacher assess students ' understanding of the overall topic The teacher asks each group to solve a problem that requires students to synthesize what they 	<p>T-SS</p> <p>SS-SS</p>	30 minutes

learned from the entire topic • At the end students can reflect on what has been and what level of improvement they have made		
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Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher repeats the material and checks understanding Teacher provides input and conclusions 	T-SS	10 minutes



Narrative Text About Pinocchio
Pinocchio

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

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

The next morning, Pinocchio was kidnaped by the owner of the circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which could talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched for him on the sea, a big wave smashed him. He was then in the whale's stomach when he awoke. He couldn't find the way to go out.

On the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Later on, he searched Geppetto in the sea. He had the same accident as Geppetto and he met Geppetto in the whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

Narrative Text About Rapunzel

Rapunzel

Once upon a time, in a kingdom far away, there lived a couple who longed for a child. After many years of trying, the wife finally became pregnant. She gave birth to a beautiful baby girl, who they named Rapunzel. However, the wife fell ill and needed a special kind of herb to heal her. The husband decided to steal the herb from the garden of the wicked witch who lived next door.

The witch caught him in the act and made a deal with him. She would let him take the herb if he gave her the baby when it was born. The husband agreed, and when Rapunzel was born, the witch took her away and locked her in a tall tower with no doors, only a window at the top.

As Rapunzel grew up, the witch would visit her every day and call out, “Rapunzel, Rapunzel, let down your hair!” Rapunzel had long, beautiful hair, and the witch would climb up it to see her.

One day, a prince was riding through the forest and heard Rapunzel singing. He followed the sound and found the tower. He called out, “Rapunzel, Rapunzel, let down your hair!” Rapunzel did as she was told, and the prince climbed up to see her.

They fell in love, and the prince visited Rapunzel every day. One day, the witch found out and was furious. She cut off Rapunzel’s hair and banished her to a far-off land.

The prince was heartbroken and wandered the forest for years, searching for Rapunzel. One day, he heard her singing again and followed the sound to where she was living with their twin children. They were reunited, and the witch was never seen again.

Malin Kundang

Once upon a time, there was a poor fisherman named Malin Kundang who lived in a small village on the coast of West Sumatra, Indonesia. Despite his humble origins, Malin Kundang had dreams of wealth and success, and he left his village to seek his fortune in the big city.

Years passed, and Malin Kundang became incredibly rich through his hard work and business acumen. He married a beautiful woman and had a son, but he never returned to his village or acknowledged his past.

One day, Malin Kundang's ship was anchored near the coast of his hometown, and he saw an old woman waving at him from the shore. She was none other than his mother, who had been searching for him for many years. Malin Kundang was ashamed of his humble origins and refused to acknowledge her, instead ordering his crew to set sail and leave the shore.

As the ship sailed away, a storm suddenly appeared, and the ship was battered by huge waves. Malin Kundang tried to save himself, but he slipped and fell onto the deck, where he was struck by lightning and turned into a stone statue.

Narrative Text About Onion and Garlic

Onion and Garlic

Once upon a time, in a small village in Indonesia, there lived two sisters named Bawang Merah and Bawang Putih. Bawang Merah was known for her wickedness and jealousy, while Bawang Putih was known for her kindness and beauty.

Their mother had passed away when they were young, and their father had remarried a cruel and wicked stepmother who favored Bawang Merah and treated Bawang Putih poorly.

One day, the stepmother asked Bawang Putih to go to the river and wash some clothes. Bawang Putih obediently did as she was told and went to the river. While she was washing the clothes, a magic fish appeared and asked her why she was crying. Bawang Putih told the fish about her troubles and how her stepmother treated her badly.

The magic fish gave her a magical flower and told her to keep it safe. Bawang Putih returned home and showed the flower to her sister, Bawang Merah. However, Bawang Merah became jealous and stole the flower, hoping to use it for her own benefit.

The next day, Bawang Merah went to the river to wash some clothes, and the magic fish appeared to her. But instead of asking why she was crying, the fish scolded her for her wickedness and told her that she would be punished for her actions.

The magic flower that Bawang Merah had stolen from her sister turned into a stone, and she was unable to remove it from her hand. She became known as “Bawang Merah Berbatu” or “Onion with a Stone,” while Bawang Putih’s kindness and beauty earned her the nickname “Bawang Putih Bersih” or “Clean Garlic.”

In the end, Bawang Putih married a kind and wealthy prince, while Bawang Merah was left alone to suffer the consequences of her actions. The story teaches the importance of kindness, honesty, and compassion, and the consequences of greed and jealousy.



APPENDIX II

Soal pre-test dan Post-test

Pre-Test

The following test is for question 1 to 4.

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water.

The stones were flying thick and fast, and the boys were enjoying themselves very much; but the poor frogs in the pond were trembling with fear.

At last one of the frogs, the oldest and bravest, put his head out of the water, and said " Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!"

1. Where did the story take place?
 - a. Next to a pond.
 - b. In front of a pond.
 - c. At the bank of a pond.**
 - d. Across from a pond.
2. Why did the frog feel insecure?
 - a. The boy frightened them.
 - b. The stone would hurt them.**
 - c. The boys destroyed the pond.
 - d. The water in the pond got dirty.
3. What can you learn from the story?
 - a. We should care for those around us.
 - b. Our fun may be the cause of others un happiness.**
 - c. We should spend most of our time wisely.
 - d. There is more precious than plaing with friends.

4. There was the bravest among the frog...
- a. and
 - b. so
 - c. but
 - d. because

The following test is for question 5 to 8.

Once upon a time there lived three neighbours in a beautiful village. Three of them were diligent farmers.

At one time the three neighbours were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail.

One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break them easily.

He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger than when you work alone." The farmers pooled their resources and got rid of the pests in their fields.

5. What is the conflict of the story?
- a. The three neighbours' crops failed.
 - b. Pests infested the three neighbours' fields.
 - c. The village head gave the three neighbours quizzes.
 - d. The three neighbours' efforts to help their crops failed.**
6. From the text we know that the three neighbours earned money by....
- a. cultivating their fields**
 - b. selling crops to a market
 - c. collecting firewood
 - d. working on others' fields

7. The moral value of the story is
- practice makes perfect
 - there is strength is unity**
 - hard work is a key of a success
 - a friend in need is a friend indeed
8. "... all to no avail." What does it mean?
- it's better to do nothing.
 - Everything is impossible to do.
 - All the efforts done are useless.**
 - There is no way out the solve the problem.

The following test is for question 9 to 12.

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?"

"Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job.

The elder brother's eyes opened wide and his jaw dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all I have done and said to you, you still show that blood relations can never be broken! I am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

9. What is the text about?
 - a. **Two brothers is dispute.**
 - b. Two brothers having continuously bad crops.
 - c. Two brothers competing with each other.
 - d. Two brothers fighting for the carpenter's services.
10. What is actually requested by the elder brother to the carpenter?
 - a. a pond.
 - b. **a wall.**
 - c. a shed.
 - d. a barn.
11. What did the little brother feel towards his brother after seeing the bridge?
 - a. Sad
 - b. Angry
 - c. Annoyed
 - d. **Regretful**
12. "You are really kind and **humble**, my brother!"

What is the synonym of the bolded word?

 - a. Honest
 - b. **Modest**
 - c. Diligent
 - d. Courageous

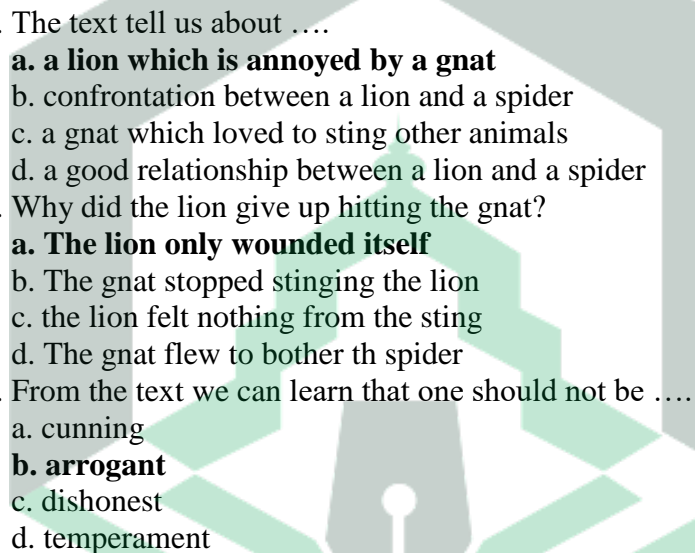
The following test is for question 13 to 15.

“Away with you, vile insect!” said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed.

“do you think.” he said spitefully the lion, “that i am afraid of you because they call you king?”

The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider’s web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

- 
13. The text tell us about
- a. a lion which is annoyed by a gnat**
 - b. confrontation between a lion and a spider
 - c. a gnat which loved to sting other animals
 - d. a good relationship between a lion and a spider
14. Why did the lion give up hitting the gnat?
- a. The lion only wounded itself**
 - b. The gnat stopped stinging the lion
 - c. the lion felt nothing from the sting
 - d. The gnat flew to bother th spider
15. From the text we can learn that one should not be
- a. cunning
 - b. arrogant**
 - c. dishonest
 - d. temperament

Post-Test

The Ant and The Dove

An ant went to the river to get a drink. The water rushed along so fast that he washed off the bank into the river. The ant cried for help but his voice was so tiny so it could not be heard clearly.

A dove was sitting on the tree that overhung the water. The dove saw the ant struggling, and quickly nipped off a leaf and let it fall into the water. The ant climbed up upon the leaf and floated down the river until the leaf was washed upon the bank of stream.

The ant called out in his tiny voice, "thank you kind dove, you have saved my life." but of course the dove could not hear him.

Several days after this, the dove was again sitting on a tree. A hunter crept carefully on the tree. His gun was pointed at the dove and when he was about to shoot the dove, his leg was bitten by an ant.

The hunter cried out with pain and dropped his gun. This frightened the dove and she flew away.

"Thank you kind ant", said the dove. The ant heard and he was glad.

1. What did the dove do when she saw an ant almost drowning?
 - a. **She struggled to free the ant.**
 - b. She nipped off a leaf for the ant to climb upon.
 - c. She rushed along the river to help.
 - d. She sat and watched the ant to save his life
2. ... but his voice was so tiny that it could not be heard clearly

The word 'it' in that sentence refers to?

- a. The ant's cry
 - b. The rough river
 - c. The floating leaf
 - d. The rushed water**
3. What can we learn from the story above?
 - a. A friend in need is a friend indeed

b. The higher you are the more you need others

c. The good man will not need other people help

d. The weaker the creature the brave it will be

4. From the story above we know that....

a. The dove was killed by the hunter

b. The ant saved his own life from the danger

c. The ant and the dove helped each other

d. The hunter want to kill both creatures

The following test is for question 5 to 8.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No ... No ... i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

5. What is the best title for the text?

a. A Boastful Hunter

b. A Brave woodcutter

- c. A Woodcutter's Advice
 - d. A Woodcutter's Rewards
6. What did the hunter boast about himself?
- a. Nobody defeated him.
 - b. He was the smartest man.**
 - c. He was the strongest man.
 - d. He was the most courageous man.
7. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
- a. Upset.**
 - b. Scared.
 - c. Jealous.
 - d. Disappointed.
8. If the hunter met a wild animal on the way, he probably would ... it.
- a. trap.
 - b. fight.
 - c. catch.**
 - d. avoid.

The following test is for question 9 to 12.

Three large fish lived very happily in a pond which few people ever passed.

One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river.

When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

9. What is the main idea of the story?
- A man picked the second fish.
 - The second fish could finally save itself.
 - The second fish pretended of being dead.**
 - A man threw the second fish back to the pond.
10. What was the main problem of the story?
- The fish could not escape from the men.
 - Two men was going to catch the three fish.
 - The third fist didn't think about how to save itself.**
 - The fish looked for ways to escape themselves from the men.
11. How could you describe the first fish?
- Smart
 - Honest**
 - Patient
 - Humble
12. From the test we can learn that
- a good man is hard to find
 - two heads are better than one
 - no one succeeds without efforts
 - a good beginning makes a good ending**

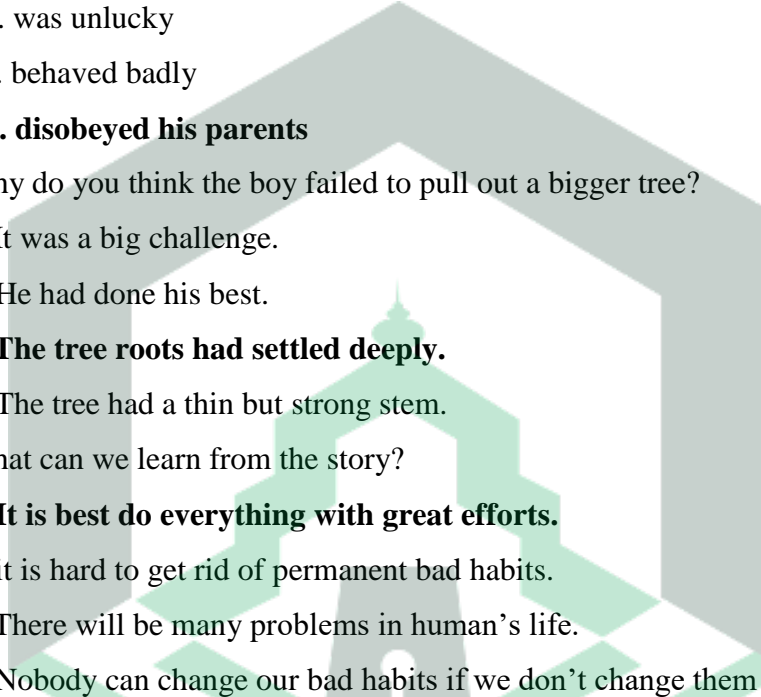
The following test is for question 13 to 15.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull

it out. The child failed to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, “So is the case with habits, good or bad”.

13. The businessman worried about his son because he ...
- a. was spoiled
 - b. was unlucky
 - c. behaved badly
 - d. disobeyed his parents**
14. Why do you think the boy failed to pull out a bigger tree?
- a. It was a big challenge.
 - b. He had done his best.
 - c. The tree roots had settled deeply.**
 - d. The tree had a thin but strong stem.
15. What can we learn from the story?
- a. It is best do everything with great efforts.**
 - b. it is hard to get rid of permanent bad habits.
 - c. There will be many problems in human’s life.
 - d. Nobody can change our bad habits if we don’t change them
- 

MAMA: INDRIANI

KLS: ~~K12~~ IX.B

Instrumen Penelitian

Pre-Test

The following test is for question 1 to 4.

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water.

The stones were flying thick and fast, and the boys were enjoying themselves very much; but the poor frogs in the pond were trembling with fear.

At last one of the frogs, the oldest and bravest, put his head out of the water, and said " Oh, please, dear children. stop your cruel play! Though it may be fun for you, it mean death to us!"

1. Where did the story take place?
 - A. Next to a pond.
 - B. In front of a pond.
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2. Why did the frog feel insecure?
 - A. The boy frightened them.
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 - C. The boys destroyed the pond.
 - D. The water in the pond got dirty.
3. What can you learn from the story?
 - A. We should care for those around us.
 - B. Our fun may be the cause of others un happiness.
 - C. We should spend most of our time wisely.
 - D. There is inore precious than plaing with friends.
4. There was the bravest among the frog...
 - A. and
 - B. so
 - C. but
 - D. because

The following text is for question 5 to 8.

Once upon a time there lived three neighbours in a beautiful village. Three of them were diligent farmers.

At one time the three neighbours were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail.

One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break them easily. He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger than when you work alone." The farmers pooled their resources and got rid of the pests in their fields.

5. What is the conflict of the story?
 - A. The three neighbours' crops failed.
 - B. Pests infested the three neighbours' fields.
 - C. The village head gave the three neighbours quizzes.
 - D. The three neighbours' efforts to help their crops failed.
6. From the text we know that the three neighbours earned money by....
 - A. cultivating their fields
 - B. selling crops to a market
 - C. collecting firewood
 - D. working on others' fields
7. The moral value of the story is
 - A. practice makes perfect
 - B. there is strength is unity
 - C. hard work is a key of a success
 - D. a friend in need is a friend indeed
8. "... all to no avail." What does it mean?
 - A. it's better to do nothing.
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The following text is for question 9 to 12.

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence. One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across." The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing. At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jaw dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him. "You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

9. What is the text about?
 (A) Two brothers is dispute.
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 A. a pond.
 B. a wall.
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11. What did the little brother feel towards his brother after seeing the bridge?
 A. Sad
 B. Angry
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 D. Regretful
12. "You are really kind and **humble**, my brother!"
 What is the synonym of the bolded word?
 A. Honest
 B. Modest
 C. Diligent
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The following text is for question 13 to 15.

"Away with you, vile insect!" said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed.
 "do you think," he said spitefully the lion, "that i am afraid of you because they call you king?"
 The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.
 The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

13. The text tell us about
 A. a lion which is annoyed by a gnat
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14. Why did the lion give up hitting the gnat?
- A. The lion only wounded itself
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 - C. the lion felt nothing from the sting
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- A. cunning
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NAMA = MAWAR. MELATI

KELAS = IX-B

Instrumen Penelitian

Pre-Test

The following test is for question 1 to 4.

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At last one of the frogs, the oldest and bravest, put his head out of the water, and said " Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!"

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Name: Israfil

Kelas: IX.B

Instrumen Penelitian

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diatas

Nama = ~~Fast~~ Muh. Faal

Kls = 9B

Materi = Bhs. Inggris

Instrumen Penelitian

Post-Test

The Ant and The Dove

An ant went to the river to get a drink. The water rushed along so fast that he washed off the bank into the river. The ant cried for help but his voice was so tiny so it could not be heard clearly.

A dove was sitting on the tree that overhung the water. The dove saw the ant struggling, and quickly nipped off a leaf and let it fall into the water. The ant climbed up upon the leaf and floated down the river until the leaf was washed upon the bank of stream.

The ant called out in his tiny voice, "thank you kind dove, you have saved my life." but of course the dove could not hear him.

Several days after this, the dove was again sitting on a tree. A hunter crept carefully on the tree. His gun was pointed at the dove and when he was about to shoot the dove, his leg was bitten by an ant.

The hunter cried out with pain and dropped his gun. This frightened the dove and she flew away.

"Thank you kind ant", said the dove. The ant heard and he was glad.

1. What did the dove do when she saw an ant almost drowning?

- a. She struggled to free the ant.
- b. She nipped off a leaf for the ant to climb upon.
- c. She rushed along the river to help.
- d. She sat and watched the ant to save his life.

2. ... but his voice was so tiny that it could not be heard clearly

The word 'it' in that sentence refers to?

- a. The ant's cry
- b. The rough river
- c. The floating leaf
- d. The rushed water

3. What can we learn from the story above?

- a. A friend in need is a friend indeed

- b. The higher you are the more you need others
 - c. The good man will not need other people help
 - d. The weaker the creature the brave it will be
4. From the story above we know that....

- a. The dove was killed by the hunter
- b. The ant saved his own life from the danger
- c. The ant and the dove helped each other
- d. The hunter want to kill both creatures

The following text is for question 5 to 8.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den.

Can i take you there?"

The scared hunter said, "No ... No ... i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

5. What is the best title for the text?
- A. A Boastful Hunter
 - B. A Brave woodcutter
 - C. A Woodcutter's Advice
 - D. A Woodcutter's Rewards
6. What did the hunter boast about himself?
- A. Nobody defeated him.

- A. He was the smartest man.
- B. He was the strongest man.
- C. He was the most courageous man.
7. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
- A. Upset.
- B. Scared.
- C. Jealous.
- D. Disappointed.
8. If the hunter met a wild animal on the way, he probably would ... it.
- A. trap.
- B. fight.
- C. catch.
- D. avoid.

The following text is for question 9 to 12.

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond saw the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose." The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. They found the outlet of the pond and made a dam across it. The second fish now began to think. It came to the top of the water and floated on its back. One of the men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

9. What is the main idea of the story?
- A. A man picked the second fish.
- B. The second fish could finally save itself.
- C. The second fish pretended of being dead.
- D. A man threw the second fish back to the pond.

10. What was the main problem of the story?
- A. The fish could not escape from the men. ✓
 - B. Two men was going to catch the three fish.
 - ~~C.~~ The third fish didn't think about how to save itself.
 - D. The fish looked for ways to escape themselves from the men.
11. How could you describe the first fish?
- A. Smart
 - ~~B.~~ Honest ✓
 - C. Patient
 - D. Humble
12. From the text we can learn that
- A. a good man is hard to find
 - B. two heads are better than one
 - C. no one succeeds without efforts ✓
 - ~~D.~~ a good beginning makes a good ending

The following text is for question 13 to 15.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.

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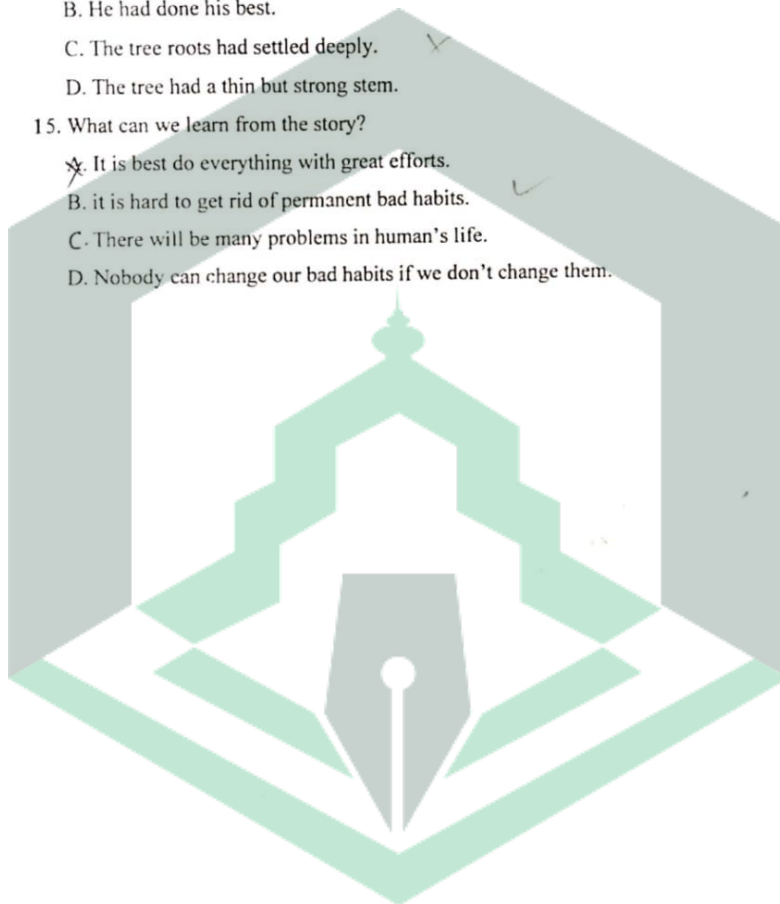
15. What can we learn from the story?

A. It is best to do everything with great efforts.

B. It is hard to get rid of permanent bad habits.

C. There will be many problems in human's life.

D. Nobody can change our bad habits if we don't change them.



Name : Aref Rianti
Kls : IX.8

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The Ant and The Dove

An ant went to the river to get a drink. The water rushed along so fast that he washed off the bank into the river. The ant cried for help but his voice was so tiny so it could not be heard clearly.

A dove was sitting on the tree that overhung the water. The dove saw the ant struggling, and quickly nipped off a leaf and let it fall into the water. The ant climbed up upon the leaf and floated down the river until the leaf was washed upon the bank of stream.

The ant call out in his tiny voice, "thank you kind dove, you have saved my life." but of course the dove could not hear him.

Several days after this, the dove was again sitting on a tree. A hunter crept carefully on the tree. His gun was pointed at the dove and when he was about to shoot the dove, his leg was bitten by an ant.

The hunter cried out with pain and dropped his gun. This frightened the dove and she flew away.

"Thank you kind ant", said the dove. The ant heard and he was glad.

1. What did the dove do when she saw an ant almost drowning?

- a. She struggled to free the ant.
- b. She nipped off a leaf for the ant to climb upon.
- c. She rushed along the river to help.
- d. She sat and watched the ant to save his life.

2. ... but his voice was so tiny that it could not be heard clearly

The word 'it' in that sentence refers to?

- a. The ant's cry
- b. The rough river
- c. The floating leaf
- d. The rushed water

3. What can we learn from the story above?

- a. A friend in need is a friend indeed

- The higher you are the more you need others
- c. The good man will not need other people help
- d. The weaker the creature the brave it will be
4. From the story above we know that....
- a. The dove was killed by the hunter
- b. The ant saved his own life from the danger
- c. The ant and the dove helped each other
- The hunter want to kill both creatures

The following text is for question 5 to 8.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No ... No ... i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

5. What is the best title for the text?
- A. A Boastful Hunter
- B. A Brave woodcutter
- C. A Woodcutter's Advice
- D. A Woodcutter's Rewards
6. What did the hunter boast about himself?
- A. Nobody defeated him.

- A. He was the smartest man.
 B. He was the strongest man.
 C. He was the most courageous man.
7. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
 A. Upset.
 B. Scared.
 C. Jealous.
 D. Disappointed.
8. If the hunter met a wild animal on the way, he probably would ... it.
 A. trap.
 B. fight.
 C. catch.
 D. avoid.

The following text is for question 9 to 12.

Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond saw the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."
 The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river.
 When the men came back with their nets, there were only two fish to be seen. They found the outlet of the pond and made a dam across it.
 The second fish now began to think. It came to the top of the water and floated on its back. One of the men picked it up in his net, but it seemed dead, so he threw it back into the water.
 The fish that never thought sank to the bottom of the pond and was easily caught.

9. What is the main idea of the story?
 A. A man picked the second fish.
 B. The second fish could finally save itself.
 C. The second fish pretended of being dead.
 D. A man threw the second fish back to the pond.

10. What was the main problem of the story?
- A. The fish could not escape from the men. ✓
 - B. Two men was going to catch the three fish.
 - ~~C.~~ The third fish didn't think about how to save itself.
 - ~~D.~~ The fish looked for ways to escape themselves from the men.
11. How could you describe the first fish?
- A. Smart
 - ~~B.~~ Honest ✓
 - ~~C.~~ Patient
 - D. Humble
12. From the text we can learn that ...
- A. a good man is hard to find ✓
 - ~~B.~~ two heads are better than one
 - C. no one succeeds without efforts
 - D. a good beginning makes a good ending

The following text is for question 13 to 15.

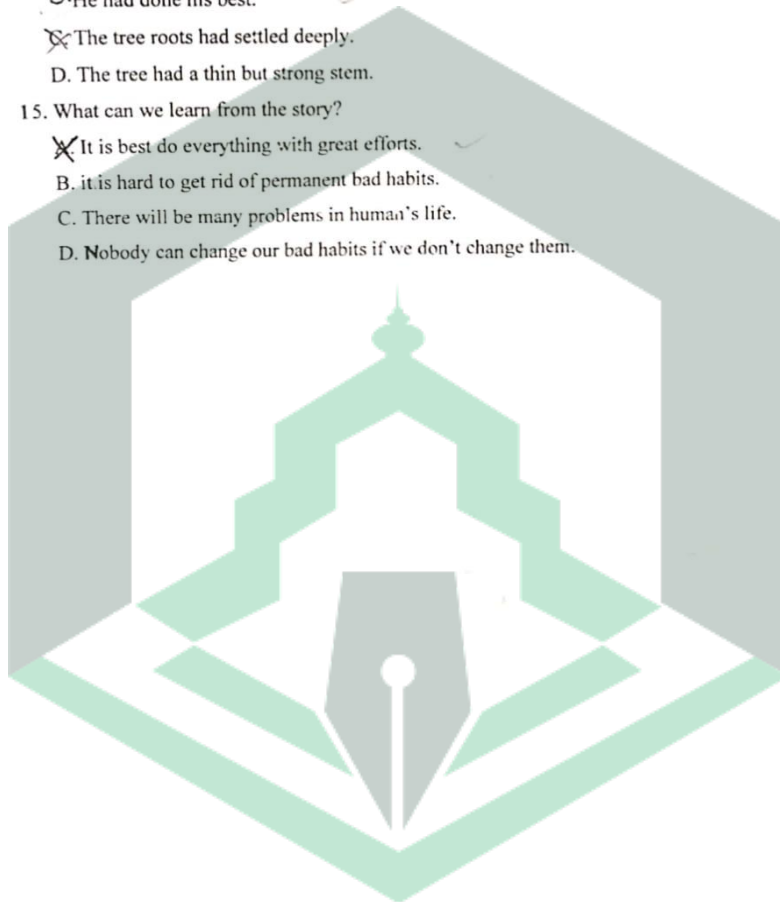
A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

13. The businessman worried about his son because he ...
- A. was spoiled
 - ~~B.~~ was unlucky

- C. behaved badly ✓
~~B. disobeyed his parents~~
14. Why do you think the boy failed to pull out a bigger tree?
A. It was a big challenge.
B. He had done his best. ✓
~~C. The tree roots had settled deeply.~~
D. The tree had a thin but strong stem.
15. What can we learn from the story?
~~A. It is best to do everything with great efforts.~~ ✓
B. It is hard to get rid of permanent bad habits.
C. There will be many problems in human's life.
D. Nobody can change our bad habits if we don't change them.



The following text is for question 5 to 8.

Once upon a time there lived three neighbours in a beautiful village. Three of them were diligent farmers.

At one time the three neighbours were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail.

One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break them easily. He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger than when you work alone." The farmers pooled their resources and got rid of the pests in their fields.

5. What is the conflict of the story?
 - A. The three neighbours' crops failed.
 - B. Pests infested the three neighbours' fields.
 - C. The village head gave the three neighbours quizzes.
 - D. The three neighbours' efforts to help their crops failed.
6. From the text we know that the three neighbours earned money by....
 - A. cultivating their fields
 - B. selling crops to a market
 - C. collecting firewood
 - D. working on others' fields
7. The moral value of the story is
 - A. practice makes perfect
 - B. there is strength is unity
 - C. hard work is a key of a success
 - D. a friend in need is a friend indeed
8. "... all to no avail." What does it mean?
 - A. it's better to do nothing.
 - B. Everything is impossible to do.

- C. All the efforts done are useless.
D. There is no way out the solve the problem.

The following text is for question 9 to 12.

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence. One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across." The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing. At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him. "You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

9. What is the text about?
 A. Two brothers is dispute.
 B. Two brothers having continuously bad crops.

- C. Two brothers competing with each other.
 D. Two brothers fighting for the carpenter's services.
10. What is actually requested by the elder brother to the carpenter?
- A. a pond.
 B. a wall.
 C. a shed.
 D. a barn.
11. What did the little brother feel towards his brother after seeing the bridge?
- A. Sad
 B. Angry
 C. Annoyed
 D. Regretful
12. "You are really kind and **humble**, my brother!"
 What is the synonym of the bolded word?
- A. Honest
 B. Modest
 C. Diligent
 D. Courageous

The following text is for question 13 to 15.

"Away with you, vile insect!" said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed. "do you think," he said spitefully the lion, "that I am afraid of you because they call you king?" The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight. The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

13. The text tell us about
- A. a lion which is annoyed by a gnat
 B. confrontation between a lion and a spider
 C. a gnat which loved to sting other animals
 D. a good relationship between a lion and a spider

Pre-Test



Treatment





Post-Test



APPENDIX IV



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Cjau Daeng Risaju No. 1, Belopa Telpun : (0471) 3314115

Nomor : 540/PENELITIAN/19.09/DPMPTSP/IX/2023
 Lamp : -
 Sifat : Biasa
 Perihal : Izin Penelitian

Kepada
 Yth. Ka. MTs Batusitanduk
 di -
 Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo : 0859/In.19/FTIK/HM.01/08/2023 tanggal 28 Agustus 2023 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Nurul Fitra Islamia
 Tempat/Tgl Lahir : Lamasi / 27 Januari 2001
 Nim : 19 0202 0017
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Dsn. Al-Manar
 Desa Buntu Batu
 Kecamatan Bupon

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**IMPROVING STUDENTS READING COMPREHENSION THROUGH JIGSAW MODEL IN GRADE IX
 MTs. BATUSITANDUK**

Yang akan dilaksanakan di MTS. BATUSITANDUK, pada tanggal 05 September 2023 s/d 05 Oktober 2023

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
 Pada tanggal : 05 September 2023
 Kepala Dinas



Drs. ANOIBASO TENRIESA, MPA, M.Si
 Pangkat : Pembina Utama Muda IV/c
 NIP : 19661231 199203 1 091

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kestbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Nurul Fitra Islamia;
5. Arsip.



KEMENTERIAN AGAMA

MADRASAH TSANAWIYAH (MTs) BATUSITANDUK TERAKREDITASI B
 Alamat : Batusitanduk Desa Bolong Kec. Walenrang Utara Kab. Luwu

SURAT KETERANGAN

Nomor : MTs.21.08.33/Ket/PP.09.02/0166/2023

Yang bertanda tangan di bawah ini Kepala MTs.Batusitanduk menerangkan bahwa :

Nama : NURUL FITRA ISLAMIA
 NIM : 1902020017
 Jenis Kelamin : Perempuan
 Pekerjaan : Mahasiswi Fakultas Tarbiyah dan Ilmu Keguruan
 Institut Agama Islam Negeri Palopo
 Jurusan/Prodi : Pendidikan Bahasa Inggris

Mahasiswi tersebut benar-benar melakukan kegiatan penelitian di MTs. Batusitanduk, pada tanggal 09 Agustus 2023. Dengan judul penelitian “ **Improving Students Reading Comprehension through jigsaw model in grade IX MTs. Batusitanduk**” yang berlangsung dari tanggal 09 s/d 23 Agustus 2023 .

Demikian Surat Keterangan ini kami buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Batusitanduk, 09 September 2023

Kepala Madrasah

 Drs. SAMSU ALAM, S.Pd.I, M.Ag., M.Pd.I.
 NIP. 03072005011004



SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Andi Tenrisanna Syam, S.Pd., M.Pd
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*Improving Students' Reading Comprehension Through Jigsaw Model in
Grade VIII MTs. Batusitanduk*

dari mahasiswa:

Nama : Nurul Fitra Islamia
Program Studi : Pendidikan Bahasa Inggris
NIM : 19 0202 0017

(sudah siap/belum—siap) dipergunakan untuk penelitian dengan menambahkan
beberapa saran sebagai berikut:

Soal nomor 9 dipost-test diganti saja

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana
mestinya.

Palopo, 5 Agustus 2023

Validator



Andi Tenrisanna Syam, S.Pd., M.Pd

NIP.19860423 201503 2 005

BIOGRAPHY



Nurul Fitra Islamia, was born on 27 January 2001.

The author is the first child of couple Lukman Arif and Hamra. The author's basic education was completed in 2013 at MIN 01 Buntu Batu. In 2013 continued her studies at MTs. Batuditanduk until 2016. Then continue her studies in SMAN 2 Luwu.

She continued again for her degree (S1) in the state Islamic Institute of Palopo (IAIN Palopo). She took English Education Study Program in Education and Teacher Training Faculty. She wrote her thesis with the title **“Improving Students’ Reading Comprehension Through Jigsaw Model in Grade IX MTs. Batusitanduk”**

