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CHAPTER III

RESEARCH METHODOLOGY

In this chapter presents the research methodology that was used to investigate the effect of Jigsaw technique on students' reading comprehension and vocabulary mastery. This includes rational and description of information concerning the research design used, Population and sample, Instrumentation, Data collecting technique and Analyzing technique.

3.1 Research Design

The study was Quasi Experimental Design- Nonequivalent pre test and post test control group design (Cresswell: 2009). That purpose was to determine the influenced result of dependent variable. It was conducted to find out whether there was positive effect of Jigsaw on students' reading comprehension and vocabulary mastery of the eight grade students at SMPN 1 Rumbio Jaya.

There were three variables in this research. The first was the effect of Jigsaw method as independent variable as (X). The second was the students' reading comprehension (Y1) and the last one was vocabulary mastery as (Y2). Two groups become participants of this research; an experimental group belongs to Jigsaw method, and a control group non Jigsaw method. Therefore, the experimental group provided by pretest, treatment and post test. The control group will be given by pre test, non Jigsaw post test and non jigsaw technique.

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Table 3.1 The Research Design

GROUP	PRE- TEST	TREATMENT	POST- TEST
X 1	Y 1	X	Y2
X 2	Y 1	-	Y2

Where:

- X 1 = Experimental group
- X 2 = Control group
- Y 1 = The Pre test both of two groups
- Y 2 = The Post test both of two groups
- X = Treatment (Jigsaw)
- = Teaching reading without treatment (Jigsaw)

3.2 Population and Sample

3.2.1 Population

L.R.Gay (2000; 122) states that the population was the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. The population in this research was the eighth grade students of SMPN 1 Rumbio Jaya. There were four classes: VIII.A (24 students), VIII.B (22 students), VIII.C (22 students) and VIII.D (22 students). The total population of the eighth grade students in this school was 90 students.

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Table 3.2
The Total Population of the Eighth Grade Students of SMPN 1 Rumbio Jaya Kampar

NO	Class	Students
1	VIII.A	24
2	VIII.B	22
3	VIII.C	22
4	VIII.D	22
	Total	99

3.2.2 Sample

In this research, the writer took the sample by using cluster sampling. Gay (2000:121) states that sampling was a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they are selected. The kind of sampling used is cluster sampling. Cluster sampling involves randomly selecting groups, not individuals which make up a target population (Gay: 107-109). In this research selected two classes to be taken as samples. All the classes were the homogenous classes. So, the writer randomly choose class VIII.C as experimental class consisted of 22 students and class VIII.B as control class consisted of 22 students. The total students in both classes were 44 students which were representative enough to be the sample of this research.

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The purpose of the study is (1) to determine the effect of jigsaw technique on students' reading comprehension at SMPN 1 Rumbio Jaya and (2) to find out to what extent Jigsaw method gives effect to students' vocabulary mastery at SMPN 1 Rumbio Jaya.

Preparation of the Study

Before conducting the research the researcher Preparation was one of the important steps. The preparation related to what was needed to the implementation of teaching process, such as:

- a) Making the instrument

In this part, the writer prepared some questions (20 questions for multiple choices test of reading comprehension and 20 questions for vocabulary mastery).

- b) Doing the try out

The writer distributed the try out questions in pre-test and post-test. To know which questions were valid and reliable to be given.

- c) Analyzing validity and reliability of the instrument result, the writer analyzed each question to know whether it was valid and reliable or not. If the questions were valid and reliable, it was used as the questions for pre-test and post-test.

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d) **Doing pre-test**

In this step, the writer asked the sample (students of experimental class and control class) to do the pre-test in order to determine their ability before giving treatment.

2) Implementation of the Study

In implementing the research, the research focused on two parts:

a) **Lesson Plan**

Before coming to the class, the teacher prepared the appropriate teaching materials would be given to the students and lesson plan was really important in teaching process. The writer needed to consider and prepared the steps of teaching process in the form of lesson plan. At the teaching time, the teacher taught the material prepared by using Jigsaw technique to the experimental class and without using Jigsaw technique to the control class. Finally the teacher gave some questions to be answered by students.


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Meeting 1:

Essay
A Beautiful girl and the Prince

One upon a time, there was a beautiful girl called Sarah who lived with her step mother. She was very domineering, greedy and egoistical women and she hated Sarah a lot.

One day when her father was working outside, the stepmother hit Sarah and expelled her from the house. She went outside and walked far away from the house. Suddenly she saw big melon farm and entered it. After that she hid a big melon. She used to go out of the melon and got her food.

One day, the prince visited the farm and saw the big melon. "Cut the melon. I want to eat it." The prince said. The guard started to cut the melon but they heard a sound from it. Sarah said, "Don't cut me please!" They were all surprised for this situation. The prince said, "Who are you? Don't fear, please come out." After that she came out and he fell in love with her. She told him her story so the prince decided to marry her and they lived happily ever after.

Answer the questions below base on the text above!

1. What happened to Sarah when her father was working outside?
2. From the text above, we can conclude that the prince....
3. What does the word "I" in paragraph 3 sentence 3 refers to?
4. Who are the participants in that story *A Beautiful girl and the Prince*?

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5. What is moral value from that story above?
6. She *hated* Sarah a lot (See paragraph 1, line 2). The antonym “hate” is...
7. They lived *happily* ever after (See the last sentence in that story). The synonym “happily” is...

Rubric of assessment:

Number	Description	Score
1- 7	Every answer is correct	1.43
	Every answer is not complete	0.5
	Wrong answer/ none answer	0

Fill in the blank with appropriate words from the box.

a. village	c. fly	e. scarf
b. fairies	d. curious	f. Marry

Jaka Tarub and Nawang Wulan

Jaka Tarub was a handsome and diligent young man. He lived in a village near a lake. One day, when Jaka Tarub passed the lake, he heard some giggles and laughs of some girls who were bathing in the lake. He was curious, so he peeped through the bushes. There were seven beautiful girls in the lake. They're fairies from the heavenly kingdom of kahyangan. Jaka Tarub saw a scarf near the bushes. It belonged to one of the (1.....) Jaka Tarub then took it and hid it.


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Crack!!! Accidentally, Jaka Tarub stepped on a twig. “There’s someone!” said one of the fairies. “Let’s get back. Hurry!” she said. They pulled over and wear their scarf. “Where is my (2 ...)?” one of the fairies couldn’t find her scarf. She was the youngest fairy called Nawang Wulan. They tried to search for it, but it was no one where to be found. “We’re sorry, Wulan. We have to go back to kahyangan,” said the eldest fairy. “You’ll have to find it by yourself. We’ll wait for you in kahyangan,” she said in empathy. The other fairies then flew to the sky leaving Nawang Wulan behind. Nawang Wulan saw them leaving in tears. She was so sad.

“Excuse me ...,” said Jaka Tarub, startling Nawang Wulan. “Are you okay?” he asked. Nawang Wulan moved backward, “Who are you?” she asked. “My name is Jaka Tarub. I was passing by and I heard you crying, so I came to see what happen,” Jaka Tarub lied. Nawang Wulan then told him about her problem. “I can’t (3.....) without my scarf,” she said. Jaka Tarub then asked Nawang Wulan to come home with him. At first, Nawang Wulan refused the offer. But since she didn’t have anywhere else to go, Nawang Wulan then decided to follow Jaka Tarub.

Nawang Wulan stayed with Jaka Tarub in the (4. ...). A month passed, and they decided to get married. Nawang Wulan was willing to marry a human because she fell in love with Jaka Tarub. After a year, they had a beautiful daughter. They named her Kumalasari. They lived happily.



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Assessment:

Every correct score get 2.5 point

Max score $4 \times 2.5 = 10$

Highest score 10

Students score = $\frac{\text{getting score}}{\text{max. score}} \times 10$

Meeting 2:

Essay

Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He has just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and braves elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a

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danger. “After hearing that word snakes, the elephants screeched and off they Gween thundering in fright.

Did I say there were snakes?” giggled mantu. “No, I don’t think so,” smiled Opie. Mantu then climbed upon his little friend’s back and went home to the village to tell everyone about the foolish elephants.

Answer the questions below base on the text above!

1. What made the huge elephant run away?
2. From the text above, we can conclude that the elephant....
3. What does the word “they” in paragraph 2 line 4 refers to?
4. Explain the orientation in that story!
5. What is moral value from that story above?
6. These elephants were so *big* and strong. (See paragraph 1, line 2). The antonym “big” is...
7. The *foolish* elephant (See the last sentence in that story). The synonym “foolish” is...

Rubric of assessment:

Number	Description	Score
2- 7	Every answer is correct	1.43
	Every answer is not complete	0.5
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Assessment:

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Max score $4 \times 2.5 = 10$

Highest score 10

Students score = $\frac{\text{getting score}}{\text{max. score}} \times 10$

Meeting 3:

Essay

The Greedy Man

Once upon a time in Riau, lived a pair of husband and wife. They were very poor. The wife was very diligent, while the husband was very lazy. He just slept and slept every day. He did not want to help his wife to earn a living. The wife was helpless, she often prayed to God to help her husband.

One night the husband had a dream. In his dream, an old man came to him. He told the husband to take his sampan and went to river. "Go to the middle of the river and wait until a rope appears from the river. Take the rope slowly, and then you will find a golden chain. You can cut and take it, but don't take the chain too long," said the old man. The husband then woke up from his dream.



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In the next day, the husband took his sampan and went to river. He wanted to do the old man's advice as said in his dream last night. "Where are you going?" asked the wife. She was so surprised to see her husband was busy preparing the sampan. "I want to go fishing, Honey. See you later!" the husband didn't want to tell his wife about his dream. He knew his wife would think he was crazy by following up a dream.

After the husband arrived in the river, he rowed his sampan until he reached the middle of the river. He then looked around the water surface very carefully. Suddenly a rope appeared from the river. "The old man was right!" said the husband to himself. He then slowly pulled the rope and at the end of the rope he saw a golden chain! The chain was sparkling and glowing. It was made from pure gold. "Wow! It's really made of gold. I'm rich. I'm rich," the husband said happily. He kept pulling the chain. He forgot the old man's advice to take only short chain because it was enough for him. The poor man became greedy. He wanted to take the golden chain as long as possible.

While he was busy pulling out the golden chain, a bird came to him. It talked, "Remember the old man's advice. Take only a short golden chain." But the poor man ignored the bird and kept on pulling out the chain. Slow but sure, his sampan was full of the golden chain. It was so full that finally the sampan could not hold the weight any more. The sampan started to drown. The golden chain was sinking and went to the bottom of the river creating a big wave in the river.

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The wave almost swallowed the poor man. He was so panicked. He swam as fast as possible to the river side.

When he arrived on the river side, he felt sorry to himself. He blamed himself for being a greedy man. But it was already too late.

Answer the questions below base on the text above!

1. Why the husband did not want to help his wife to earn a living?
2. From the text above, we can conclude that the greedy man...
3. *He* told the husband to take his sampan and went to river (see paragraph 2) the word *he* refers to?
4. What paragraph explains the complication in that story?
5. What is moral value from that story above?
6. She was so *surprised* to see her husband was busy preparing the sampan. (See paragraph 3, line 3). The synonym of "*surprised*" is...
7. It was so full that *finally* the sampan could not hold the weight any more (See the last sentence in that story). The antonym of "*finally*" is...

Rubric of assessment:

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3- 7	Every answer is correct	1.43
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Fill in the blank with appropriate words from the box.

e. worked	c. build	e. nose
f. finger	d. slept	f. ruled

Loro Jonggrang

Long time ago, there was a kingdom named Prambanan. All the people of Prambanan lived peacefully. But then, Prambanan kingdom was attacked and occupied by the Pengging kingdom. Prambanan then was (1...) by Bandung Bondowoso of Pengging kingdom. He was a mean king. He also had great supernatural power. His soldiers were not only humans, but also genies.

The king of Prambanan had a beautiful daughter named Loro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her. "You're very beautiful. Would you be my queen?" asked Bandung Bondowoso. Loro Jonggrang was shocked. She didn't like Bandung Bondowoso because he was a mean person. She wanted to refuse, but she afraid that Bandung Bondowoso would be angry and endangered the people of Prambanan. Then, she came up with a plan. "If you want to marry me, you have to (2...) a thousand temples for me in just one night," said Loro Jonggrang. "What? That's impossible!" said Bandung Bondowoso. But he did not give up. He consulted with his advisor. "Your Majesty can asked the genies to help built the temples," said the advisor.



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So, Bandung Bondowoso summoned his entire genies soldier and commanded them to help him built a thousand temples. The genies (3...) in unbelievable speed. Meanwhile, Loro Jonggrang heard from her servant that the building of a thousand temples was almost finished. She was so worried. But again, she came up with a great idea. She asked all of her servants to help her. "Please prepare a lot of straw and mortar. Please hurry up!" said Loro Jonggrang. "Burn the straw and make some noise pounding the mortar, quickly." All those servants did what Loro Jonggrang ordered them; burning straw and pounding the mortar, making the genies think that the sun is going to rise.

"It's already dawn. We have to go," said the leader of the genies to Bandung Bondowoso. All the genies immediately stopped their work and ran for cover from the sun, which they afraid of. They didn't know that the light was from the fire that burning the straw, not from the sun.

Bandung Bondowoso can't stop the genies from leaving. He was angry. He knew Loro Jonggrang had just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." He pointed his (4...) to Loro Jonggrang and said some mantras. Magically, Loro Jonggrang's body turned into stone. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is called Loro Jonggrang temple.

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Assessment:

Every correct score get 2.5 point

Max score $4 \times 2.5 = 10$

Highest score 10

Students score = $\frac{\text{getting score}}{\text{max. score}} \times 10$

Meeting 4:**Essay****The Wise King**

Long time ago, there was a kingdom named Sanggau in the Borneo Island. It was a peaceful and prosperous kingdom under the leadership of their wise king. There was a market in the kingdom of Sanggau. Pak Razak was a famous cook there. He owned his own restaurant in the market. One day, Pak Razak was cooking in his restaurant when a farmer passed by. But the farmer stopped in front of Pak Razak's restaurant. He smells the aroma of the delicious food Pak Razak was cooking. "Hmmm... delicious... yummy," said the farmer. "Hey! What are you doing? Do you want to come to my restaurant or not?" Pak Razak asked. "No, I don't. Smelling the aroma of your delicious food makes me full," said the farmer. "So you're full by smelling my food?" asked Pak Razak again. "Yes, I am," the farmer answered. "If that's the case, you have to pay me for the smell of my


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delicious food,” said Pak Razak. “Ridiculous, I don’t want to pay. I didn’t eat anything,” the farmer refused to pay. But Pak Razak kept persisting that the farmer must pay for the aroma of his food. Both of them started to quarrel. People came and asked them to calm down. They suggested that Pak Razak and the farmer go to the King to solve the problem.

In the following day, Pak Razak and the farmer went to the palace. "Please tell me what happened," asked the King. Pak Razak and the farmer told the King about the problem. "Hmm...I have the solution," said the King after he heard the story from both Pak Razak and the farmer. The King then asked the farmer to bring out his money. The farmer took a gold coin from his pocket. "Now put your coins into this bottle." The farmer then put his coin into a bottle prepared by the King's servant. "Do you hear the sound of the coins?" asked the King to Pak Razak. "Yes, I do," answered Pak Razak. "Then, the farmer has just paid you. He pays your delicious aroma with the sound of his money," explained the King. Pak Razak was silent. He knew the King was right. The King just gave him a lesson. He then apologize to the farmer.

Answer the questions below base on the text above!

1. Why the farmer refused to pay?
2. From the text above, we can conclude that Pak Razak ...
3. *I* don’t want to pay (see paragraph 1 line 12) the word *I* refer to?
4. What sentences explains the complication in that story above?
5. What is moral value from that story above?

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6. Pak Razak was a *famous* cook there (See paragraph 1, line 3). The synonym of “*famous*” is...
7. “So you’re *full* by smelling my food?” (See paragraph 1, line 9). The antonym of “*full*” is...

Rubric of assessment:

Number	Description	Score
4- 7	Every answer is correct	1.43
	Every answer is not complete	0.5
	Wrong answer/ none answer	0

Fill in the blank with appropriate words from the box.

g. jumped	c. difference	e. called
h. singing	d. cry	f. laughed

Mouse Deer and Crocodile

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. “I wonder if the water’s warm. I’ll put in my leg and find out.” Of course Mouse Deer didn’t put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse

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$$\text{Students score} = \frac{\text{getting score}}{\text{max. score}} \times 10$$

b) Procedure of Using Jigsaw technique

Beside focusing on the lesson plan of implementing the teaching process, the teacher need to follow the procedures of using jigsaw technique in to guide her in implementing the correct steps of that strategy in the classroom. Its procedures are explains as follow:

1. Students are divided into 5 or 6 persons of a Jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race.
2. One student should be appointed as the group leader. This person should initially be the most mature students in the group.
3. The day's lesson is divided into 5-6 segments (one for each member). For example, if you want history students to learn about Elanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (a) Her childhood, (b) Her family life with Franklin and their children, (c) Her life after Franklin contracted polio, (d) Her work in the White House as first lady, and (e) Her life and work after Franklin's death.
4. Each student is assigned one segment to learn. Students should only have direct access to only their own segment.
5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.

Temporary experts groups should be formed in which one student from each Jigsaw group joins other students assigned to the same segment.

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Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation which they are going to make to their Jigsaw group.

6. Students come back to their Jigsaw group.
7. Students present his or her segment to the group. Other members are encouraged to ask question for clarification.
8. The teacher needs to observe the process from group to group. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whisper to the group leader as to how intervene until the group leader can effectively do it themselves.
9. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that really count.

3.4 Data collecting technique

In this research, the data collection technique collected by distributing the test to the students. The tests consist of objective test with the questions related to all indicators. Pretest and posttest are similar. The pretest was given before treatment and the posttest was given after the treatment. The scores of students both pretest and posttest, can be maintained to measure how far the reading comprehension of the students in comprehending the text and vocabulary mastery. The duration is 45 minutes to answer the questions of the test.

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After the students do the test, it was then counted the score by using scoring guidance formula:

$$\text{Total score} = \frac{\text{correct answer}}{\text{total question}} \times 100$$

By using the formula above, it is known that the score of students' reading comprehension and vocabulary mastery includes in a certain classification of the score. The classification of students' score shown on Suharsimi (2007:245) below:

Table 3.4

The classification of students score

Score	Categories
80-100	Very good
66-79	Good
56-65	Sufficient
40-55	Less
30-39	Fail

Before giving the test to the sample, the questions of the test were tried out to 24 students at the eighth grade students. The purpose of try out was obtained validity and reliability of the test.

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A. Validity

Validity is an important key to effective research. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. Validity consists of four types. They are predictive validity, concurrent validity, construct validity and content validity (Tuckman: 1978).

Predictive Validity is established by relating a test to some actual behavior of which the test is supposed to be predictive. *Concurrent Validity* is to relate performance on the test with performance on another. *Construct validity* is established by relating a presumed measure of a construct or hypothetical quantity with some behavior and *Content Validity* is a test an attempt to determine how an individual will function in each actual situation.

In this research, it used Content Validity. To determine the validity by referring to the material that was given to the students based on the students' text book and material that they learn.

B. Reliability

Test reliability means that the test is consistent (Tuckman:1978). There are four approaches for determining reliability, alternate-forms reliability, split-half reliability, Kuder- Richardson reliability and Test-Retest Reliability or inter-rater reliability.

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Alternate- Forms Reliability is determined by administering alternate forms of a test to the same people and computing the relation between each person's score on the two forms.

Split- Half Reliability is determining whether the halves of a test are measuring the same quality or characteristic.

Kuder- Richardson Reliability is assumed to measure one characteristic or quality can be determined by examining individual item scores rather than part of total scores.

Test- Retest Reliability or inter-rater reliability is to give the same test on more than one occasion and then compare each person's performance on both testing.

In this study is used Test- Retest Reliability or inter-rater reliability. It means that the scores of the test is evaluated more than one person. The students' English Achievement are evaluated by two raters.

C. Item Difficulty Level

Reading Comprehension

Table 3.7

The Students' ability to Understand Factual Information

Variable	Understand Factual Information														N
	1	2	3	4	5	9	11	12	13	16	17	23	24	25	
Item No	22	20	21	7	21	8	18	11	12	10	18	12	7	8	22
Correct	22	20	21	7	21	8	18	11	12	10	18	12	7	8	
P	1,0	0,9	1,0	0,3	1,0	0,4	0,8	0,5	0,5	0,5	0,8	0,5	0,3	0,4	

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Q	0,0	0,1	0,1	0,8	0,0	0,6	0,2	0,5	0,5	0,5	0,2	0,5	0,8	0,6	
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Based on the table, the item numbers of question for understand factual information were 1, 2, 3, 4, 5, 9, 11, 12, 13, 16, 17, 23, 24 and 25 it showed that the proportion of correct answer for understand factual information for the test item 9 was 0,0 , the proportion of correct answer for the test item 12 was 0,5, the proportion of correct answer for the test item 13 was 0,5, the proportion of correct answer for the test item 16 was 0,5, the proportion of correct answer for the test item 23 was 0,5, the proportion of correct answer for the test item 25 was 0,5. All items for identifying factual information were between 0,3 - 0,7 except number 4 , 24 (difficult) and number 1, 2, 3, 5, 11, 17 (easy). So, there were only eleven number (1, 2, 3, 4, 5, 11, 17, 24) deleted from the questions.

Table 3.8
The Students' ability to Understand Inference

Variable	Understand Inference			N
Item No	15	22	32	22
Correct	8	11	8	
P	0,4	0,5	0,4	
Q	0,6	0,5	0,6	

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Based on the table, the item numbers of question for inference were 15, 22 and 32. It showed that the proportion of correct answer for understand inference for the test item 15 was 0,6 , the proportion of correct answer for the test item 22 was 0,5, the proportion of correct answer for the test item 32 was 0,6. All items for inference were between 0,3 - 0,7 were valid. So, none of the questions deleted.

Table 3.9
The Students' ability to Understand Reference

Variable	Understand Reference				N
Item No	6	18	26	27	22
Correct	14	10	11	7	
P	0,6	0,5	0,5	0,3	
Q	0,4	0,5	0,5	0,5	

Based on the table above, the item numbers of question for reference were 6, 18, 26 and 27. It showed that the proportion of correct answer for understand inference for the test item 16 was 0,4 , the proportion of correct answer for the test item 18 was 0,5, the proportion of correct answer for the test item 26 was 0,5, the proportion of correct answer for the test item 27 was 0,5. All items for reference were between 0,3 - 0,7 were valid. So, none of the questions deleted.

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Table 3.10
The Students' ability to Identify Generic Structure

Variable	Identify Generic Structure				N
Item No	8	10	19	31	22
Correct	10	12	6	12	
P	0,5	0,5	0,3	0,5	
Q	0,5	0,5	0,7	0,5	

Based on the table, the item numbers of question for Based on the table above, the item numbers of question for reference were 8, 10, 19 and 31. It showed that the proportion of correct answer for identify generic structure for the test item 8 was 0,5, the proportion of correct answer for the test item 10 was 0,5, the proportion of correct answer for the test item 19 was 0,7, the proportion of correct answer for the test item 31 was 0,5. All items for identify generic structure were between 0,3 - 0,7 were valid. So, none of the questions deleted.

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Table 3.11

The Students' ability to Identify Language Features

Variable	Understand Inference			N
Item No	7	20	29	22
Correct	9	9	10	
P	0,4	0,4	0,5	22
Q	0,6	0,6	0,5	

Based on the table, the item numbers of question for Based on the table above, the item numbers of question for reference were 7, 20, 29. It showed that the proportion of correct answer for understand inference the test item was 0,6, the proportion of correct answer for the test item 20 was 0,6, the proportion of correct answer for the test item 29 was 0,5. All items for inference were between 0,3 - 0,7 were valid. So, none of the questions deleted.

Table 3.12

The Students' ability to Understand Moral Value

Variable	Understand Moral Value				N
Item No	14	21	28	30	22
Correct	14	10	9	9	
P	0,6	0,5	0,4	0,4	
Q	0,4	0,5	0,6	0,6	

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Based on the table, the item numbers of question to were 14, 21, 28 and 30. It showed that the proportion of correct answer to understand moral value for the test item 14 was 0,4, the proportion of correct answer for the test item 21 was 0,5, the proportion of correct answer for the test item 28 was 0,6, the proportion of correct answer for the test item 30 was 0,. All items to understand moral value were between 0,3 - 0,7 were valid. So, none of the questions deleted.

Vocabulary Mastery

Table 3.13

The Students' ability to find Synonym

Variable	Find Synonym								N
Item No	1	2	3	4	5	6	7	8	
Correct	11	6	10	9	12	20	21	18	
P	0,5	0,3	0,5	0,4	0,5	0,9	1,0	0,8	
Q	0,5	0,7	0,5	0,6	0,5	0,1	0,1	0,2	22

Based on the table, the item numbers of question for Based on the table above, the item numbers of question for reference were 1, 2, 3, 4, 5, 6, 7, 8. It showed that the proportion of correct answer to find synonym for the test item 1 was 0,5, the proportion of correct answer for the test item 2 was 0,7, the

proportion of correct answer for the test item 3 was 0,5, the proportion of correct answer for the test item 4 was 0,6. The proportion of correct answer for the test item 5 was 0,5. All items to find synonym were between 0,3 - 0,7 except number 6, 7, 8 (easy). So, there were only five number (1, 2, 3, 4, 5) deleted from the questions.

Table 3.14
The Students' ability to find Antonym

Variable	Find Antonym							N
Item No	9	10	11	12	13	14	15	22
Correct	8	9	11	9	10	18	18	
P	0,4	0,4	0,5	0,4	0,5	0,8	0,8	
Q	0,6	0,6	0,5	0,4	0,5	0,2	0,2	

Based on the table, the item numbers of question for Based on the table above, the item numbers of question to find antonym were 9, 10, 11, 12, 13, 14, 15. It showed that the proportion of correct answer to find Antonym for the test item 9 was 0,6, the proportion of correct answer for the test item 10 was 0,6, the proportion of correct answer for the test item 11 was 0,5, the proportion of correct answer for the test item 12 was 0,4. The proportion of correct answer for the test

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item 13 was 0,5. All items were between 0,3 - 0,7 except number 14, 15 (easy). So, there were only two number (14, 15) deleted from the questions.

Table 3.15
The Students' ability to find Appropriate Words

Variable	find Appropriate Words										N
	16	17	18	19	20	21	22	23	24	25	
Correct	12	6	10	14	12	9	10	8	10	9	22
P	0,5	0,3	0,5	0,6	0,5	0,4	0,5	0,4	0,5	0,4	
Q	0,5	0,7	0,5	0,4	0,5	0,6	0,5	0,6	0,5	0,6	

Based on the table, the item numbers of question to find appropriate words were 16, 17, 18, 19, 20, 21, 22, 23, 24, 25. It showed that the proportion of correct answer to find appropriate words the test item 16 was 0,5, the proportion of correct answer for the test item 17 was 0,7, the proportion of correct answer for the test item 18 was 0,5. the proportion of correct answer for the test item 19 was 0,4, the proportion of correct answer for the test item 20 was 0,5, the proportion of correct answer for the test item 21 was 0,6, the proportion of correct answer for the test item 22 was 0,5, the proportion of correct answer for the test item 23 was 0,6, the proportion of correct answer for the test item 24 was 0,5, the proportion of

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correct answer for the test item 25 was 0,6 All item to find appropriate words were between 0,3 - 0,7 were valid. So, none of the questions deleted.

D. Blue Print of the Tests

In collecting the data, the writer used a test as the instrumentation. The test was multiple choices. In this case, 3 kinds test were administered. The first was try out test (given to the other eight grade students), the second was pre-test (given to both experimental and control class students) and last was post-test (given to both experimental and control class students). The table below showed the blue print of the test:

- a. Try out test

Table 3.16
Blue Print of Try out Reading Comprehension Test

No	Indicators	Item Number	Total question
1	Factual information	1, 2, 3, 4,5, 9, 11,12, 13,16,17, 23, 24, 25	14
2	Inference	15, 22, 32	3
3	Reference	6, 18, 26, 27	4

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4	Generic Structure	8, 10, 19, 31	4
5	Language Features	7, 20, 29	3
6	Moral value	14, 21, 28, 30	4
Total			32

In try out test, the total amount of the question reading comprehension test was 32 questions. They were divided into 6 indicators: *Understanding factual information, Inference, Reference, Generic structure, language features and Moral value*. The total questions to understanding factual information were 14 questions consists of item number 1, 2, 3, 4,5, 9, 11,12, 13,16,17, 23, 24, 25. The total questions to understand inference were 3 questions consist of item number 15, 22, 32. The total questions for reference were 4 questions consist of item number 6, 18, 26, 27. The total questions to generic structure were 4 questions consist of item numbers 8, 10, 19, 31. The total questions to identify language features there were 3 questions consists of item number 7, 20, 29 and to find moral value there were 4 questions consist of item number 14, 21, 28, 30.

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Table 3.17
Blue Print Try Out of Vocabulary Mastery Test

No	Indicators	Item Number	Total question
1	Synonym	1,2,3,4,5,6,7,8	8
2	Antonym	9,10,11,12,13,14,15	7
3	Appropriate Words	16,17,18,19,20,21,22,23,24,25	10
Total			25

In try out test the total amount of the question vocabulary mastery test was 25 questions. They were divided into 3 indicators: *Synonym*, *Antonym* and *Appropriate words*. The total questions to find synonym were 8 questions consist of item number 1, 2, 3, 4, 5, 6, 7, 8. The total questions to find antonym were 7 questions consist of item number 9,10,11,12,13,14,15 and the total questions to find appropriate words were 10 questions consist of item number 16,17, 18,19,20,21,22,23,24,25.

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b. Pre- test

Table 3.18
Blue Print Pre-Test of Reading Comprehension

No	Indicators	Item Number	Total question
1	Factual information	4, 6, 9,15	4
2	Inference	8,14,20	3
3	Reference	1,10,16	3
4	Generic Structure	3,5,11,19	4
5	Language Features	2,12,17	3
6	Moral value	7,13,18	3
Total			20

In pre-test the total amount of the question reading comprehension test was 20 questions. They were divided into 6 indicators: *Understanding factual information, Inference, Reference, Generic structure, language features and Moral value*. The total questions to understanding factual information were 4 questions consist of item number 4, 6, 9, 15. The total questions to understand inference were 3 questions consist of item number 8, 14, 20. The total questions for reference were 3 questions consist of item number 1, 10, 16. The total questions to generic structure were 4 questions consist of item numbers 3, 5, 11, 19. The total questions to identify language features there were 3 questions consists of item number

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2, 12, 17 and to find moral value there were 4 questions consist of item number 7, 13, 18.

Table 3.19
Blue Print Pre-Test of Vocabulary Mastery Test

No	Indicators	Item Number	Total question
1	Synonym	1,2,3,4,5	5
2	Antonym	6,7,8,9,10	5
3	Appropriate Words	11,12,13,14,15,16,17,18,19,20	10
Total			20

In Pre-test the total amount of the question vocabulary mastery test was 20 questions. They were divided into 3 indicators: *Synonym, Antonym and Appropriate words*. The total questions to find synonym were 5 questions consist of item number 1, 2, 3, 4, 5. The total questions to find antonym were 5 questions consist of item number 6, 7, 8, 9, 10 and the total questions to find appropriate words were 10 questions consist of item number 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

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c. Post-test

Table 3.20

Blue Print Post- Test of Reading Comprehension

No	Indicators	Item Number	Total question
1	Factual information	1, 10, 16, 18	4
2	Inference	6, 15, 20	3
3	Reference	2, 7, 11	3
4	Generic Structure	3, 9, 14, 17	4
5	Language Features	4, 8, 12	3
6	Moral value	5, 13, 19	3
	Total		20

The questions of post-test reading comprehension were similar to the questions of pre-test and the total amount of questions in post-test was also 20 questions. But the numbering of questions was different. The number of pre-test questions in post-test was randomized.

The question still divided into 6 indicators; *Understanding factual information, Inference, Reference, Generic structure, language features and Moral value*. The total questions to understanding factual information were 4 questions consist of item number 1, 10, 16, 18. The total questions to understand inference were 3 questions consist of item number 6, 15, 20. The total questions for reference were 3 questions consist of item number

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2, 7, 11. The total questions to generic structure were 4 questions consist of item numbers 3, 9, 14, 17. The total questions to identify language features there were 3 questions consists of item number 4, 8, 12 and to find moral value there were 4 questions consist of item number 5, 13, 19.

3.5 Data Analysis Technique

The pre test and post test used in this research is the objective test. The data will be analyzed by using a descriptive and inferential statistics. It uses the following formula:

In this research, the data will be analyzed by using SPSS 20.

The formula is follows:

1. Independent sample t-test

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_0 = Table Observation

SD = Standard Deviation

M_x = Mean of variable x and

M_y = Mean of variable y

SD_x = Standard deviation of experimental group

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SD_y = Standard deviation of control group

N = The Number of respondent

H_a is accepted if $t_o > t\text{-table}$ or there is effect after giving the treatment Jigsaw method toward students' reading comprehension and vocabulary mastery.

2. Paired sample t-test or Non-independent Sample t- t_{test}

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

D : Gain Score ($D=X_2-X_1$)

The t-table has the function to see if there is a significant difference among the mean of the score of both pretest and posttest. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = $N-1$ which is statistically hypothesis:

H_a : $t_o > t\text{-table}$

H_o : $t_o < t\text{-table}$

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect after giving treatment Jigsaw technique toward students reading comprehension and vocabulary mastery.