THE IMPLEMENTATION OF JIGSAW STRATEGY IN TEACHING READING FOR THE STUDENTS OF SMA MINQOTHROTUL ULUM JEMBER

UNDERGRADUATE THESIS

Submitted to state Islamic University KH. Achmad Siddiq Jember in Partial Fulfillment of requirements of Bachelor Degree (S.Pd)
Education and Teacher Faculty Language Education Major
English Education Department

By:
Salsabila Umi Nur Fajria
T20186096

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER
2022

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Has been examined and approved as the requirement for Bachelor degree (S.Pd)
Education and Teacher Training Faculty Language Education Major
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Day: Thursday
Date: November 3rd, 2022

Examiners

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Approved by

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Prof. Dr. Hj. Mukni'ah, M.Pd.I
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MOTTO

اقْرَأْ كِتَابَكَ كَفَى بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

Meaning: “Read your book. You yourself are sufficient as a reckoner aganst you this day”. (QS. Al-Isro’: 14)*

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* Muhammad Muhsin, *The Holy Qur’an English Translation of the Meanings and Commentary King and Fand Holy Qur’an printing complex* (Saudi Arabia: Ri‟asatIdarat, 2000): 370

DEDICATION

This undergraduate thesis is dedicated to my beloved support systems,

1. My family, especially to my parents, A. Sholikhin (Alm) and Sunarsi Khoris and also my brother (Saifuddin) thank you for all the prayers that have accompanied my steps during my study, support, patience, sacrifice and out pouring of love that have been given so far.

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بسم الله الرحمن الرحيم

First and foremost, the author says Alhamdulillah to Almighty Allah SWT grants the authors mercy and blessings for successfully completing this bachelor's thesis of the bachelor's degree requirements. Secondly, Sholawat and Salam always given to Prophet Muhammad SAW, the leader of the end of the age.

This bachelor's thesis is entitled "The Implementation of Jigsaw Strategy in Teaching Reading for the Students of SMA Minqothrotul Ulum Jember" written for Bachelor Degree (S.Pd). The author is fully aware that this undergraduate thesis could not have been written without the generous support and encouragement of others.

The author would like to express special thanks to:

1. Prof. Babun Suharto, S.E, M.M as Director of UIN KH. Achmad Siddiq Jember, who has given me opportunity to study at this instituation
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6. All the lecturers who have given me a lot of knowledge during the study.

The writer hopes that this thesis can give the reader some insight to improve in the field of education, especially the English subject. Moreover, the writer is aware of this. This thesis is far from perfect, and the author would like to thank all those involved for their criticism and suggestions for further revision.

Jember, 29th October 2022

Salsabila Umi Nur Fajria

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ABSTRACT

Salsabila Umi Nur Fajria.2022. ***The Implementation of Jigsaw Strategy in Teaching Reading for the Students of SMA Minqothrotul Ulum Jember.***

Keywords: Teaching Reading, Jigsaw Strategy

Teaching reading plays an important of role in ELT. It is considered one of the ways to get information and extends the knowledge of the language. However, in recent year contemporary studies in language teaching found that teachers teach in monotonous way. Jigsaw strategy is one of the teaching strategies which provide a way out in facing the difficulty to read. It also stimulates students motivation and increase the enjoyment of the learning experience. Provide many interesting activities to support the teaching and learning process in reading.

This research focuses on: 1) How does the teacher plan a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember? 2) How does the teacher implement the jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember? 3) How does the teacher reflect a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember? This research aimed: 1) to describe how the teacher plan a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember 2) to describe how the teacher implement a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember 3) to describe how the teacher reflection a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember.

This research employed qualitative research with phenomology design. Data collection technique included observation, interview and document review. To analyze the collected data, the researcher used Miles Huberman and Saldana theory which includes: data condensation, data display and conclusion drawing or verification. To validate the data, the researcher used source triangulation and technical triangulation.

This research finds that: 1) Teacher planning in teaching reading using jigsaw strategy at SMA Minqothrotul Ulum Jember are preparing the syllabus and making lesson plans. 2) Teacher implementing in teaching reading using jigsaw strategy at SMA Minqothrotul Ulum Jember are: Preliminary activity, Core activity and final activity. 3) Teacher evaluating in teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember are Test technique (questions and reading Performance), and Non-test technique (attitude assessment and interview).

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CHAPTER I

INTRODUCTION

This chapter presents introductory of this research which contains background of research, research question, research objectives, research significance, and definition of key terms**.**

A. Background of Research

Teaching is a scientific technique and its main components are content, communication, and feedback. The teaching method has a nice impact on student learning. According to Rajagopalan (2019) teaching is learning as selling is to buying[2]. It means, the teacher gives some learning to received by the student, especially English as a foreign language. English as a foreign language curriculum and pedagogy have pressured the significance of teaching communicative techniques and the practical use of language that the aim of teaching and studying English is to be nicely in verbal exchange. Foreign language is taught as one of the required subjects in the classroom with the basis for communication.

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Four skills in language learning should be possessed, such as listening, speaking, writing, and reading skills. Reading is one of the important skills to master. In particular, reading is the source of information and extends knowledge of the language. Besides, reading brings many benefits such as increasing vocabulary, meaning context, and comprehension. Reading activity continues to be a massive trouble for Indonesian students, in addition to many

[2] Isola Rajagopalan. "Concept of Teaching". *Shanlax International Journal of Education*, Vol. 7, No. 2, (March 2019): 1

other students who learn English as a foreign language. Learning a foreign language is an integrated process that students should study some basic especially in reading skills. In the process of reading especially in English written, students have difficulty in translating the words, sentences, phrases, or even paragraphs, and have to understand the meaning, tenses, etc.[3] It is because English and Indonesian language have different in terms of vocabulary, spelling, grammar, tenses, and pronunciation or sound. This problem generally makes students lose their interest in English learning and reading activities. Besides, through reading activities, students can enlarge their knowledge.

The key term of the learning process for students in reading, which is the most prominent activity in school. Being successful in teaching English is the main factor that English teachers have to pay attention in teaching reading.[4] some of the teachers simply provide many students consider that they have to recognise all the words in the text to understand the content material of the text. students need to have mastery of reading skills and need to use their thinking to be critical readers.[5] Furthermore, many students feel low interest in reading activities although reading activities will increase the critical level of students. Besides that, supported by surah al-alaq verse 1:

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إِقْرَأْ بِسْمِ رَبِّكَ الَّذىْ خلَقَ (١)

[3] Restu Widayoko, "The Effect Of Using Jigsaw Technique on Students Reading Comprehension Ability Of SMK Muhammadiyah Bawang" (Thesis, UNY, 2013), 20.

[4] Fatma Asriani, "An Analysis Of Students Reading Comprehension Of Descriptive Text At The Second Grade Of MTS – Ti Batu Belah". *Journal of English Language And Education*, Vol 3. No.2 2018: 2.

[5] Cindy Maharani, The Use Of Collaborative Strategic Reading to Improve Students Reading Comprehension Of Descriptive Text"(Thesis, UNNES, 2020): 3.

Meaning: “Read! in the name of your lord who has created (all that exists)” (1)[6]

The first surah al alaq explains that Allah commands Prophet Muhammad PBUH who is a messenger for Muslims are commanded to read (study, research, etc) for enlarging knowledge. Surah Al-alaq contains about education especially look for the science. Reading skill has a function in understanding the meaning, such as in the narrative, recount, and descriptive text. However, the researcher focuses on reading in the descriptive text, which is a familiar text for students and appropriate with the syllabus in senior high school. Although it is a familiar text, the students have some problems individually in comprehension and vocabulary. There are the generic structures of the descriptive text those are identification and description.[7] The students were confused about which sentence in description or identification. Furthermore, students are confused about the meaning or purpose of the content in the descriptive text.

One of the competencies that must be possessed by teachers is to understand and apply learning strategies. Sometimes some of English teachers do not use a learning strategy, beside, the teacher is the center of attention of the students in the class. It means, the teacher teaches with conventional methods, if the teacher uses this method, it will be less effective between the

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[6] Muhammad Muhsin, The Holy Qur’an English Translation of the Meanings and Commentary King and Fand Holy Qur’an printing complex (Saudi Arabia: Ri‟asatIdarat, 2000): 842.

[7] Katrina Vabiola, Fitrawati, “Teaching Reading Descriptive Text By Using Tree Mapping For Senior High School Students”. *Journal of English Language Teaching*. 2018, Vol. 7 No. 4: 756.

teacher and the students. Students will quickly feel bored. Therefore, teachers must have skills in teaching-learning strategies.

There are kinds of learning strategies, one of the strategies is jigsaw strategy. Jigsaw strategy is a cooperative learning technique which students, are not instructed with greater responsibility in the implementation of learning.[8] This technique develops teamwork, cooperation getting to know the skill, and deeply mastered expertise that is not possible to be gained when they are attempting to study all of the material on my own. According to Suherdi and Hoerunnisa (2017) teaching reading by using a jigsaw strategy could improve the students reading comprehension.[9] It means to explore student activity, the teacher provides a stimulus to students to think critically from what they read, understand the text that has been read. Therefore, the teacher strategy in teaching is needed so that, students will be active in the classroom.

Based on preliminary observation, it seemed that SMA MINQU Gumukmas Jember is a pesantren-based school founded by KH. Nur Mushtofa Hasyim. English teachers use a monotonous activity like discourse in which the teacher is active in the learning process. Furthermore, the student receives the teacher's stimulus that makes the student bored and disagreeable. Then, English teacher has an innovation to make learning process in the class action. One of the strategies used by English teachers is the jigsaw strategy in teaching reading. So that, learning feels fun and students can receive the

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[8] O. Patrick Ajaja and Ochuko Urhievwejire Eravwoke, "Effect Of Cooperative Learning Strategies On Junior Secondary School Learners' Achievement In Integrated Science". *Journal of Science Education*, Vol 14(1), (2010): 3.

[9] Neneng Hoirunnisa, and Didi Suherdi, "The Effectiveness of Jigsaw in Improving Students Reading Comprehension", *Journal of English and Education*, vol 5 (1) (April 2017): 2.

material well. The learning seen by researchers at this school is that students in Islamic boarding schools whose English teachers can invite students to play an active role in every lesson. In addition, the researchers determined that schools applied the jigsaw strategy to high school students, whereas in most previous studies applied the jigsaw strategy to junior high school students. Therefore, by considering the problems that the researchers found in the school, the researchers decided a gap that needed to use the jigsaw strategy in teaching reading, especially in senior high school students.

The problem with this research is that students who have a islamic boarding school background seem to have a tendency not to be interested in learning English. Based on the phenomenon above, the researcher wants to examine the process and obstacles in teaching reading that can be found in the school. Therefore, this study is entitled "**The Implementation of Jigsaw Strategy in Teaching Reading For The Students of SMA Minqothrotul Ulum Jember".**

B. Research Questions

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Based on the research above, the research formulated some research questions as follows:

1. How does the teacher plan a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?
2. How does the teacher implement the jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?

3. How does the teacher reflect a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?

C. Research Objectives

Based on the research question above, the research objective of this study is:

1. To describe how the teacher plan a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember
2. To describe how the teacher implement a jigsaw strategy in teaching reading for the students of SMA Minqothotrotul Ulum Jember
3. To describe how the teacher reflect a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember

D. Research Significant

The result of this research is attempted to provide some theory and practical knowledge to researchers and parties related to research as follows:

1. Theoretically

   The results of this study are expected to contribute thinking in developing science, especially in the jigsaw strategy in teaching reading.

2. Practically

   The result of the research is expected to enrich future references researchers in teaching reading through jigsaw strategy and expected to encourage students' awareness of identifying the specific information in various types of reading texts through jigsaw strategy.

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E. Definition of the Key Terms

1. Implementation

Implementation is the process making something to be active or effective, realization of an application or execution of a plan and idea. So, implementation is an act of the jigsaw strategy in teaching reading at the school.

2. Jigsaw Strategy

The jigsaw strategy is designed for cooperative learning in small groups and is an effective teaching method that still encourages reading, engagement, interplay, peer teaching, and cooperation through giving each member of the group an important element to play in academic activity.

3. Teaching Reading

Teaching reading is a manner of moving knowledge from teacher to students by the use of a certain technique of method and a certain material. So, it will master reading itself. Teaching reading helps the students to read English fluently in their class by using their knowledge of the reading text and also the teacher should use numerous strategies to make the students extra understand approximately.

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F. Systematic Discussion

Systematic discussion includes a description of the thesis process discussion from the introductory chapter to the final chapter. The form of systematic writing is description narrative, not a table of contents. Systematic considerations in this study are as follows:

Chapter I contain the introduction of the thesis, such as background of research, focus of the research, objective of the research, significance of research, and definition of keyterm.

Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, object of the research, source of data, technique of data collection, technique of data analysis, and validity of data.

Chapter IV contains a findings and discussion which consists ofdescription of research object, research findings and data analysis, discussionon the result of data analysis.

Chapter V contains a conclusion which consists of conclusion and recommendation.

Furthermore, this thesis ends with references, attachments containing research matrices, research journals, documentation, authenticity statements, research permits, certificates of completion of research and curriculum vitae of the researcher

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CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents literature review which related with this research. There are previous research and theoretical framework.

A. Previous Study

1. The first study was conducted by Nurwanti, Andi Asrifan, Haedar state of Universitas Lakiidende, Sulawesi Tenggara and STKIP Muhammadiyah Rappang, 2019. Entitled "The Application of Cooperative Learning: Jigsaw Ii Technique in Improving Students' Reading Comprehension of Expository Text". This study was carried out to find out whether or not the use of jigsaw method improve the reading comprehension significantly better that the use of the conventional method, it included students' literal, inferential comprehension and critical comprehension of expository text. This study used quantitative method but the current study using qualitative method. The similarities of this research discussed jigsaw technique and the same level in senior high school and this current study focuses on how the planning, implementing and evaluating of jigsaw strategy.[10]
2. The second study was conducted by Asteti Hesti state of Syarif Hidayatullah University, 2017 Entitled "The Effectiveness of Jigsaw Technique in Teaching Reading of Recount Text". This study was aimed to gain the empirical evidence of the effectiveness of using jigsaw method

[10] Nurwanti, Andi Asrifan, Haedar."The Application of Cooperative Learning: Jigsaw II Technique in Improving Students Reading Comprehension of Expository Text". *Journal of Advanced English Studies*, Vol.2 No.1, 2019.

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in teaching reading of recount text. This study used quantitative approach in design of quasi experimental study and the data got from both experimental class and controlled class were analyzed by using T-test formula. The result of this study that there was improvement of the student's achievement in reading recount text which is the score of experimental higher that controlled class. The similarities of this research discuss about jigsaw strategy in teaching reading, meanwhile and the current study focuses on how the planning, implementing and evaluating of jigsaw strategy and used qualitative method.[11]

3. The third study was conducted by Ervyna Citra Dewi state of Sanata Dharma University Yogyakarta, 2016. Entitled "The Implementation of Jigsaw Method to develop Better Learning Activity for Improving Competence in SMP St. Vicentius Sedayu". This study aimed to examine the process of the use jigsaw method is implemented to develop better learning activity for improving reading competence. This study used classroom action research (CAR) and the current study used qualitative method. The instruments of this study are interview, observation, field note, questionnaire and test. The result of this study that the significant improvement could be seen from the changes of the students in every

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[11] Asteti Hilda,"The Effectiveness of Jigsaw Technique in Teaching Reading of Recount Text", (Undergraduate, Thesis, Syarif Hidayatullah State Islamic University, Jakarta, 2017).

cycle. The similarities of this research discuss about jigsaw method and this current study different level in senior high school.[12]

4. The fourth was conducted by Marni Yuniar Rika state of Islamic University of Raden Intan Lampung, 2017. Entitled "The Implementation of Jigsaw Techniques in Teaching Speaking of Eight Grade Students at the second semester of SMP Negeri 1 Krui in 2015/2016 Academic Year" this study was aimed to know the process and problem of teaching and learning to speak by using jigsaw. And current study to describe how to the planning, implementing and evaluating. This study used descriptive qualitative research. The result of this study that teaching speaking using jigsaw in that school looked less respond in learning speaking, the students have difficulty to share their opinion because they have limited vocabulary, in addition students unconfident, because they were afraid of making mistakes. The similarities of this research discuss about jigsaw technique and used descriptive qualitative research. Meanwhile, the current study used teaching reading and different level in senior high school.[13]
5. The fifth was conducted by Michel Andre Prasmika, Ninik Suryatiningsih, Barotun Mabaroh state of University of PGRI Wiranegara, 2021. Entitled *"Using Jigsaw Technique to Improve Students' Reading Comprehension*

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[12] Ervyna Citra Dewi, "The Implementation of Jigsaw Method to Develop Better Learning Activity for Improving Reading Competence in SMP ST. Vincentius Sedayu", (Undergraduate, Thesis Sanata Dharma University Yogyakarta, 2016)

[13] Marni Yuniar Rika, "The Implementation of Jigsaw Technique in Teaching Speaking of The Eight Grade Students At The Second Semester of Smp Negeri 1 Krui 2015/2016 Academic Year", (Undergraduate, Thesis, University of Raden Intan Lampung, 2017)

in Descriptive Text" this research was aimed to improve students reading comprehension in descriptive text. This research used collaborative classroom action research design which the instrument used the questionnaire and test. The result of this research using jigsaw technique could improve the students reading comprehension in descriptive text and helped the students in comprehending the text, answering the question correctly and improving the students reading ability. The similarities of this research discussed about jigsaw strategy and the current study used qualitative method and focused on how the planning, implementing, and evaluating.[14]

Table 2.1
The Similarities and Differences of previous Research and This Research

No	Research Title	Similarities	Difference
(1)	(2)	(3)	(4)
1.	Article in journal by Nurwanti, Andi Asrifan, and Haedar "*The Application Of Cooperative Learning: Jigsaw Ii Technique In Improving Students' Reading Comprehension of Expository Text*" 2019.	1. Both researchers discuss about jigsaw strategy 2. Both researchers used level in senior high school	1. The previous research: focused to improving students reading comprehension. The current research: focused the planning, implementing and evaluating 2. The previous research: used quantitative method The current research: Used qualitative method
2.	Thesis by Asteti Hesti state of Syarif Hidayatullah University "*The*	1. Both researchers discuss about jigsaw	1. The previous research focused the effectiveness of using jigsaw in teaching reading

[14] Michel Andre Pramika, Ninik Surryatiningsih, Barotun Mubaroh," Using Jigsaw Technique to Improve Students Reading Comprehension in Descriptive Text*"*. *JIES*, Vol 1, No 2, September 2020.

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No	Research Title	Similarities	Difference
	Effectiveness of Jigsaw Technique in Teaching Reading of Recount Text" 2017.		The current research focused on the planning, implementing and evaluating of jigsaw strategy. 2.The previous research used Quantitative method The current research used qualitative
3.	Thesis by Ervyna Citra Dewi of Sanata Dharma University Yogyakarta *"The Implementation of Jigsaw Method to develop Better Learning Activity for Improving Reading Competence in SMP St. Vicentius Sedayu"* 2016	1. Both researchers discuss about the jigsaw method	1. The Previous research employed classroom action research which used two cycles The current research employed qualitative method 2.The Previous research focused examine the process jigsaw strategy in every cycle The current research focused on planning, implementing and evaluating 3.The level of research The previous research: Junior high school The current research: Senior high school
4.	Thesis by Murni Yuniar Rika of Islamic University of Raden Intan Lampung *"The implementation of Jigsaw Technique in Teaching Speaking of the eight grade students at the second semester of SMP Negeri 1 Krui in 2015/2016 Academic Year",* 2017	1. Both researchers used jigsaw strategy 2. Both researcher used qualitative research	1.The context of research: The previous research used teaching speaking The current research used teaching reading 2.The level of research: The previous research: Junior high level The current research: Senior High school.
5.	Article in JIES Journal by Michel Andre Prasmika, Ninik Suryatiningsih,	1. Both researchers discuss jigsaw technique	1. The previous research employed the classroom action research The current research

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No	Research Title	Similarities	Difference
	Barotun Mabaroh. *"Using Jigsaw Technique To Improve Students Reading Comprehension In Descriptive Text"*, 2020		employed qualitative method 2.The previous research focused on improving students reading comprehension The current research focused on the planning, implementing and evaluating.

***Source*: The data processing from previous research**

Based on the explanation above, research on jigsaw strategy has been done previously. However, there are some gaps left by previous research. Therefore, I filled the gaps with research focus, research approach used, subject, institutions, classes and levels of education that must be researched. Especially, researchers used junior high school in levels of education but the current research used senior high school in levels of education.

The current research focused on planning, implementing and evaluating of jigsaw strategy in teaching reading and the researchers focused on improving of jigsaw strategy.

B. Theoretical Framework

1. Jigsaw Strategy

a. Definition of Jigsaw Strategy

Jigsaw is the right technique for students because it's miles a powerful teaching method which helps attention, participation, interaction, peer teaching, many others.[15] Jigsaw is cooperative

[15] Caesar Astri P, Ag. Bambang Setiyadi, Gede Eka P. The implementation of jigsaw technique and Student Team Achievement Division (STAD) in teaching reading. (*AKSARA Jurnal Bahasa dan Sastra*), 2018: 19(1), 28-36.

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learning methods designed to maximize their own abilities and those of others student responsibility.

Beside that Isjoni (2012) described that jigsaw is one kind of cooperative learning that encourages students to be energetic and assist each other in getting to know the subject matter to achieve most achievement.[16] Cooperative learning is learning system that provides opportunities for students to work together with other students in structured tasks. There are many type of cooperative learning are student team achievement division (STAD), Jigsaw, Group Investigation, rotating trio exchange and group resume. From those types the researcher uses jigsaw type to teaching reading.

To conclude jigsaw is learning strategy which is the effective method that each students must cooperate with his or her peers to achieve his or her individual goals.

b. The advantaged the jigsaw strategy

According QIAO Mengduo & JIN Xiaoling (2010)[17] described that the advantaged of jigsaw strategy are: (1). students are excited in the learning process and take responsibility for the work and its achievements while being held accountable by its peers, (2). students have more opportunities to appreciate differences and share experiences through individual participation and instruction,(3). Jigsaw

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[16] Isjoni, "*Cooperative Learning*", (Alfabeta, Bandung 2012),.54

[17] Qiao Mengduo & Jin Xioling,"Jigsaw Strategy As A Cooperative Learning Technique Focusing On The Language Learners (*Chinise Journal Of Applied Linguistics*) Vol – 33 No. 4 (2010): 122.

classes stimulate students' motivation and increase the enjoyment of the learning experience and promote many things negotiation of meaning, (4). Jigsaw class increase self-esteem and self-confidence while reducing resistance and anxiety for students to participate in class activities.

According Aronson and Patnoe (2011)[18], The advantages of the jigsaw strategy are: Jigsaw promotes academic success and student learning. These can occur because each student is actively involved in both professional and household groups. They have full responsibility for dealing with the passage of the text, and this situation directly improves the student's academic performance through the commitment of the activities they envision. After that, jigsaw increases the retention rate of graduates. Jigsaw strategy provides activities, which students try to remember paragraphs and interpret them for members of the community. Second, jigsaw increase student satisfaction with the learning experience. Luck comes when experts fully understand it and share it with others about their component files. In summary, jigsaw strategies can indirectly improve student skills through the process of teaching and learning.

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In applying a strategy the teacher need to manage learning, which is learning management is learning activities by applying the principles learning. The success of learning on jigsaw strategy depends

[18] Alejandro Garcia, Ed.D, Jesus Abrego, Ed.D & Reguenes Robert, B.A "Using the Jigsaw method for meaningful learning to enhance learning and retention in an educational leadership graduate school course", *Global Journal inc*, (Vol 17 issue 5 version 1.0, 2017):13

on the quality of learning management such as: learning planning, implementing and evaluation, which are the main ones to bridge a learning method.

1) Planning

This stage aimed to developing learning design that could effectively teach students and increase their learning activities. Learning planning is a teacher's strategy in preparing material presentations the following teaching methods that will be applied in learning activities including planning tools learning activities that can support teacher learning activities and learners.

a) Syllabus

A syllabus is a plan that outlines the subjects studied in a particular degree, especially in a degree that leads to an exam. There are various curriculums. This article presents a classification of the curriculum, taking into account the views and perspectives of different authors.[19]

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In addition, the syllabus is also interpreted as a form of elaboration of competency standards and basic competencies into subject matter/learning, learning activities and indicators of competency achievement for assessment. thehe existence of a syllabus, the teacher can have a reference for making lesson plans, the teacher is easier to map the variety of learning

[19] Zahra Bazyar, Mehdi Dastpak, Ali Taghinezhad "Syllabus Design and Needs Analysis of Students in Educational System", Ais (*Advanced In Language And Literary Studies*, Vol. 6 No (4 August 2015): 1

variations that will be poured into the lesson plans, the teacher is easier to map the indicators of learning achievement that must be achieved by students, the teacher is easier to design forms assessment of each indicator to be achieved, the teacher is easier to formulate or condense learning.

In this case the syllabus is the core framework of each curriculum in which there are 3 main components including[20]: competencies that will be instilled in students through a learning activity, activities that must be carried out to instill / shape these competencies, efforts that must be made to find out that these competencies are already owned by students.

b) Lesson Plan

Harmer explains lesson planning is a technique that combines various elements into a cohesive whole to give students an identifiable identity, work with, and react to any metaphors the teacher might use to visualize and create them identity. Means that contain of lesson plan has several elements which described from syllabus.

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RPP is the elaboration, enrichment and development of the curriculum. In making the RPP, of course, the teacher in addition to referring to the curriculum must also consider the situation and conditions as well as the potential that exists in

[20] Mukni'ah. *"Perencanaan Pembelajaran Sesuai Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Kurikulum 2013 (K-13)"*, (Jember: IAIN Jember Press, 2016), 62.

each school.[21] Its means, from making the RPP the teacher does not only refer to the curriculum but adjusts the situation and conditions in the school because it will have implications for the content of the lesson plan developed by the teacher and adjusted to the actual situation.

There are three learning objectives that lead to student development such as: knowledge, skills and attitudes[22] it means that from these three student developments the teacher can know the change from knowing to knowing, change cannot make, do becomes able to do, and changes in negative attitudes to positive or become better than before.

2) Implementing

The implementation of learning is an activity that is interactive of various components to realize the achievement learning objectives that have been set in the planning learning. There are several steps to implement the learning process that is: introduction, teaching learning process and closing.

3) Evaluation

Elis, Rusdiana, (2015) stated that evaluation is the process for determining the value of learning is carried out through

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[21] Rudi Ahmad S and Agulani Muslih, "*Desain dan Perencanaan Pembelajaran*", (Yogyakarta: CV Budi Utama), 2019, 15

[22] Rudi Ahmad S and Agulani Muslih, 21

measurement and learning assessment activities.[23] Means, that evaluation is the last steps of management of learning which is as the overall feedback from the mission stages to measure the assessment of students.

There are some purposes of assessment that can help the teachers determine what to teach and assist in the selection of intervention, such as pre-test and post-test, selective, formative, summative and diagnostic[24]

The pre-test is carried out by the teacher regularly at each start of the new presentation. While the post-test is the opposite of the pre-test, namely the evaluation activities carried out teacher at the end of each presentation of the material.

Selective evaluation is an evaluation used to select students who are most appropriate or in accordance with the criteria of a particular activity program

Summative assessment is an assessment that orientates it is the gathering of information learning at the end of lesson unit.

Diagnostic assessment is a measure of students current knowledge and skill and usually used prior for instruction to identify strengths and weakness and also identify an appropriate learning program.

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[23] Elis Ratnawulan and H. A Rusdiana, "*Evaluasi Pembelajaran*", (Bandung: Pustaka Setia), 2015, 21

[24] Elis Ratnawulan and H. A Rusdiana, 46

Brown (2004) stated that Formative assessment is to measure the extent of the process of the student's inability to understand. Thus, can be traced to the need improve test-taker strategies to achieve the highest understanding.[25]This means, that evaluating students in the process of their competencies and skill to help them continue the growth process.

Forms of formative assessment on this research use test techniques and non-test observation techniques as follows: information on the assessment process and student learning outcomes.

a) Test Techniques

(1) Description Test

Description test is a form of test that contains multiple questions, each containing a question and requiring student responses through word explanations to reflect the student's thinking ability.[26]In short, this test contains questions in the form of questions that students can answer on the matter.

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(2) Objective Test

An objective test is a short test, a test format consisting of items that the tester can choose to answer by choosing one or more. Objective tests include complete

[25] H. Douglas Brown, "*Language Assessment Principles and Classroom Practice*" (Longman), 2004, 185

[26] Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

tests, double tests, concordance, and true/false choices.[27] Simply put, an objective test is a form of test in which he must correctly select one or more answers from many possibilities.

(3) Oral Test

Oral tests are tests that measure a student's communication skills and can be taken individually or in groups.[28] Written exams are exams that require students to answer questions and measure learning outcomes through a face-to-face communication process orally certified student.

(4) Performance test

Performance test is a test administered by observing and evaluating a student's activity or performance in a particular job. More precisely, the students of the lesson practice problem behavior questions directly.

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b) Non-Test Technique

(1) Observation

Observation is a way of collecting material information, which occurs through the process of observation and the systematic recording of phenomena.[29]

[27] Rusydi Ananda, *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2015), 45.
[28] Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015.
[29] Rina Febrian , *Evaluasi Pembelajaran* (Jakarta: Bumi aksar, 2019), 47.

Clearly, observation is a method used by researchers to obtain information through systematic observation.

(2) Interview

An interview is a method of setting direction and goals and gathering information through face-to-face, one-way oral question-and-answer sessions. There are two types of interviews: structured interviews and unstructured interviews. Clearly, an interview is a non-testing means of obtaining information through question and answer and conversation, directly or indirectly, systematically, or without charge.

(3) Attitude Scale

Attitude scales are non-testing instruments that use closed questionnaires in which questions or statements include characteristics of learning outcomes.[30]

2. Step of Jigsaw Strategy

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According to Isjoni in the procedures of Jigsaw strategy in teaching reading are as follows[31]:

a. Students are divided into small groups (4-6 students)
b. Each group representative takes the same material
c. Each group representative discusses with other groups on the same material

[30] Moh. Sahlan, *Evaluasi Pembelajaran*,(Bandung: Univercity Press, 2020), 119.
[31] Isjoni, 56

d. Each group representative returns to his original group to explain to his group friends until his group friends understand the material

e. Quiz distribution to find out how much you understand the material.

3. Definition of Reading

Reading is a way of extracting information from what is written. Bacon remarks mention that reading makes a full human being. It means understanding the meaning of printed words or written symbols. Reading is an active process which consists of recognition and comprehension[32] skill. It is described as a complex process of making meaning from a text or different of purposes in broader contexts.

According to Harmer (2010) reading is beneficial for language acquisition[33]. Furthermore, the student mostly want be able to understand what they have read. Reading also has a positive impact on students' vocabulary, spelling and writing. In this way, students can be encouraged to focus on vocabulary, grammar and punctuation.

Reading is a conscious and unconscious.[34] Its means that the students apply several strategies to reconstruct the meaning of the text, thus the students can compare information in the text with the background knowledge or previous experience. So, the knowledge of the students is growing up to the next level.

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[32] M.F Patel and Praveen M. Jain, "*English Language Teaching*", (Japur: Sunrise Publisher & Distributors, 2008), 113-114.

[33] Harmer Jeremy, "*How to teach English*,(London,Longman, 2010),100

[34] Beatrice S.Mikulecky, Ed.D, "Teaching Reading in a Second Language". *Journal of Language Teaching And Research*, 2014: 1

Related to those theories show the various definitions of reading. it can be concludes that reading is the process getting information, process analogy to understanding how students think, learn and remember what they read.

4. Types of reading

Patel and Jain (2008) stated that there are many types that have strengths and weaknesses for the reader. This depends on how the reader reads the text. There are two types of reading: intensive reading and extensive reading.

a. Intensive reading

Intensive reading is Intensive reading is line-by-line learning and, in the case of dictionaries, is related to the grammar of the text itself.[35] It explains structural difficulties and provides a basis for expanding idioms and vocabulary.

The purpose of this type is to read short texts. This read is performed to retrieve specific information. Intensive reading has several characteristics:

1) Reading helps learners develop an active vocabulary.
2) The teacher plays the leading role in this reading.
3) Language items are developed.
4) This reading is intended for active use of the language.
5) Intensive reading is reading aloud.

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[35] Nurdiana, Rizki Amelia,"*Intrepretive Reading*", (Pekanbaru, Indonesia, 2017), 7

6) Extensive Reading emphasizes speaking habits and corrects accents, stress, intonation and rhythm.[36]

b. Extensive reading

Extensive reading is a language instruction process in which students must read large amounts of text for comprehensive understanding.[37] It means that the students prefer to read the students with the meaning of the text not the language. Extensive reading is reading for pleasure. Readers want to understand something. Readers are not interested in specific or important information after reading. Usually, people read for updates. Some of the extensive reading features are:

1) It helps students develop active vocabulary
2) Extensive reading is silent reading.
3) In an extensive reading, the topic is highlighted.
4) In the extensive reading, students act as a man because they have to ask for measurements.
5) Reading carefully will help develop ideas.
6) The purpose of extensive reading is to enrich students' knowledge.
7) Through careful reading, a good reading habit can be developed.[38]

5. The important of reading

"Books are windows to the world" and reading books is a way to open that window, allowing us to learn more about the world than we

[36] Patel and Jain, 119
[37] Nurdiana, Rizki Amelia, 5
[38] Patel and Jain, 120

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knew before. This activity can be done by anyone, children, teenagers, adults, and people who are elderly.

Reading is an important aspect of life. Many benefits can be obtained from reading, such as improving brain, performance, increasing knowledge, and sharpening memory. Experts also agree that reading is important and has a good impact on students. Even history proves that the nation's intellectuals are born from an environment that is accustomed to reading activities.

According to Muhammad Rahman (2018)[39], students do not like teachers who spend most of the class time lecturing. Its mean when teaching the teacher does not dominate to explain, reading is very influential on the development of students both in class and outside the classroom.

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[39] Muhammad Rochman, The Important of Teaching Reading (*Journal of English language and pedagogy (Journey)* 2018, 1 (1): 6-14.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents how the research conducted which includes research design, research location, subject of the research, data collection method, data analysis, validity of data, and research procedures.

A. Research Design.

The researcher used qualitative approach. Qualitative research is research that intends to understand the phenomenon of what is the experienced by the object of the research. For example, actions, motivations, perceptions, behavior and etc.[40] the selection of qualitative research is because there are several factors that are preferred in terms of elaboration and explanation of a phenomenon to be studied. This helps researcher to get information about jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember. Meanwhile, this research used descriptive research. This research used descriptive qualitative to describe systematically and carefully about the implementation of jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember.

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This study aims to reveal the experience of an English teacher in teaching reading using a jigsaw strategy, which initially uses a watching strategy and then has a way to make students not saturated with English material. Therefore, this study uses a descriptive phenomenological approach.

[40] John W. Cresswell, "*Research design, Qualitative, Quantitative and mixed methods approaches* (Los angeles, Sage, 2013), 89.

Phenomenological research is a type of qualitative research that sees and hears more closely and in detail the explanation and understanding of individuals about their experiences. Phenomenological research has a purpose, namely to interpret and explain the experiences that a person experiences in this life, including experiences when interacting with other people others and the environment.

Streubert and Carpenter (2003) stated that the phenomenological approach emphasizes the subjectivity of human life experience.[41] It means the researcher explore directly the experiences that are realized and describe existing phenomena without being influenced by previous theories and assumptions.

B. Research Location

This research was conducted at SMA Minqothrotul Ulum Jember which is located at Mayangan Street No.03 Jatiagung, Gumukmas Jember, East Java. The reason of the researcher took this location is because it SMA Minqothrotul Ulum Jember is one of the schools which is English teachers use the Jigsaw strategy in the learning process, and this school pays close attention to its students, one of which is by using the jigsaw strategy.

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C. Subject of the research

In this research, the data types and data sources are reported. The description includes the data obtained, who wants to be an informant or resource person, and how the data will be searched and captured so that its

[41] Helen J. Streubert, H.J snd Dona Rinaldi Carpenter, *Qualitative Research In Nursing* (Advancing Humanistic Imperative (5 Th Ed). Philadelphia: Lippincott Williams And Wilkins, 2003): 73

validity can be guaranteed. Subject research is participants or informants who provide information related the data sought.

In determining the subject research, the researcher used purposive sampling.[42] It means that the researcher purposefully determined the data that is in sync with the parameters of the project's research questions, goals and objectives.

Data source qualitative research consists of two kinds, that primary data and secondary data.

1. Primary data

   Primary data is the data obtained directly from the first source[43], means that through observation or interviews with respondents and informants. The following is the primary data source:

   a. English Teacher of SMA Minqothrotul Ulum Jember
   b. 10th grade students of SMA Minqothrotul Ulum Jember

2. Secondary data

   Secondary data is data that has been previously collected and reported by people outside the researchers themselves.[44] Means that sources that indirectly provide data to data collectors that can be through other people or can also with the results of observations, documentation and various references.

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[42] Sugiyono, "*Metodologi Penelitian Kuantitatif, Kualitatif dan R&D"* (Bandung:CV Alfabeta, 2018), 216.

[43] Samsu, *Metode Penelitian Teori dan aplikasi penelitian Kualitatif, Kuantitatif, Mixed Methods, dan Research Developments* (Jambi: Pusaka, 2017), 94.

[44] Samsu, 95

D. Data Collection Method

The data collection method is the method used by to collect research data from sources (subjects and samples study). Data collection method is mandatory, because this data collection will be used as a basis for compiling data research instrument. The research instrument is a set of equipment which will be used by researchers to collect research data.

The techniques of collecting data used by the researcher to get the data were:

1. Observation

   In this research, the researcher used non-participant observation, which is the researcher is not directly involved and only as an observer independent. In this research, field observations were carried out by researcher by looking directly at the location chosen by the researcher, namely: SMA Minqothrotul Ulum Jember. As for data obtained from this observation method:

   a. How the teacher plan a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?
   b. How the teacher implement the jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?
   c. How does the teacher reflect a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?

   The tools to assist during the observation are: camera/hand phone, note, observation book

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2. Interview

In this research, the researcher used semi-structured interview (in-depth interview). Semi structured interview is more freely that structured interviews. The researcher chooses this type because it was flexible. Despite the researcher had prepared the question, the researcher could add the other necessary questions in process of interview. The purpose of this research, researcher used semi structured to build relaxed situation, so that the informants more comfortable and feel free to sharing the information. The data obtained in interview are:

a. How the teacher plan a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?
b. How the teacher implement the jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?
c. How does the teacher reflect a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?

3. Document review

Document review is a way of collecting data through archives and including books on opinion, theories, postulates or laws and others related to research problem. The researcher used document review to collect the data. The data were collected by using document review from this school such as profile, history, vision and mission, facilities, infrastructure, the teacher data, the student data and lesson plan of SMA Minqothrotul Ulum

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Jember to describe the condition of the school and find out the learning process.

E. Data Analysis

In this research used an interactive data analysis technique that developed by Miles, and Huberman (2014), namely that the activities in the analysis qualitative data is carried out interactively and takes place continuously to completion. The following are steps in analyzing the data[45]

1. Data Reduction

   Reduction is the process of summarizing, selecting the main points, focus on what's important, look for themes and patterns, and throw away the unnecessary. This reduction is a grouping of data from the results of observations and interviews in accordance with the focus of research on:

   a. How the teacher plan a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?
   b. How the teacher implement the jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?
   c. How does the teacher reflect a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?

2. Data Display

   In this process of data display can be done in form of brief description, charts, relationships between categories, flowcharts and etc. According Miles and Huberman (2014) are most used to present data in

[45] Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Method Sourcebook* (London: Sage, 2014), 1.

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qualitative research is with the texts that are narrative or in depth the form of a sentence that is composed of a paragraph.

3. Conclusion Drawing/ verification

Conclusion drawing is taken the conclusion from the data obtained has been presented. Thus, the researcher looks the meaning from the data that has been collected reduced by comparing, looking for patterns, themes, relationships equations, grouping and checking the result obtained in the research.

The following steps were taken by the researchers:

a. Collect the necessary data from the field
b. Choose the important data and discard the unnecessary
c. Organizing data according to its type
d. Summarizes data that has been organized
e. Presenting data with brief descriptions and in the form of narrative text
f. Summarizing the data that has been concluded and verifying during the research.

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F. Validity of Data

The validity of the data is an attempt by the researcher to get the validity of the data obtained during the research. This research used triangulation to measure the credibility of data. Cohen (2000) stated that triangulation is Triangulation can be defined as the use of two or more data collection methods in the study of some aspect of human behavior. It is a

research technique that many people follow in principle, but which in practice is only used by a small number of people. In its original and literal sense, triangulation is a physical measurement technique[46]. It assesses the adequacy of the data according to the convergence of multiple data sources or multiple data collection procedures. There are two kinds In order to obtain valid data. In this research which are using source triangulation and technical triangulation.

Source triangulation is used to test the credibility of the data. This is done by checking the data obtained from several sources. The second triangulation is technical triangulation, which is checking data on same source but with different technique.[47]

Furthermore, the purpose of the researcher is to test whether the data is valid or not by knowing it from various sources and a variety of different ways or techniques.

G. Research Procedures

At this stage the researcher begins to go directly to the research location. Researchers understand the phenomena that occur in the field to be used as data in research. The activities in the implementation stage among others:

1. Data collection is carried out according to a predetermined schedule by using the technique of observation, interviews and documentation.

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[46] Louis Cohen, Lawrence M, and Keith M, "*Research Methods In Education*". 5th ed (London, Newyork, 2000), 113.

[47] Sugiyono, 189 -191

2. Data processing is that processing of data from the results of data collection in research intended to make it easier to analyze the data.
3. Data analysis means that, after everything is collected and arranged, it can be done data analysis with qualitative analysis techniques, it describe an overview of what has been obtained during data collection. And the results of the analysis are described in the data exposure and research findings

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter includes research findings and research discussion. Findings are information obtained from the field, while discussion is the process of making decisions or conclusions about the topic of this research that is jigsaw strategy. The findings and discussion are described as follows:

A. Research Finding

In this chapter the researcher describes the brief overview of the object and data presentation.

1. The brief overview of the object

   a. The profile of SMA Minqothrotul Ulum Jember

      Min Qothrotul Ulum High School (MINQU) Jember is domiciled in Jatiagung Hamlet, Gumukmas Village, Gumukmas District, Jember Regency, Postal Code 68165, Phone 0336323659. Located within the Jatiagung Islamic Boarding School "NGASHOR" Gumukmas Village, Gumukmas District. Located approximately 45 km south of the city center of Jember district. MINQU stands for Min Qothrotul Ulum which means from a drop of knowledge. The establishment of SMA Minqothrotul Ulum Jember began with the determination of K.H. Nur Musthofa Hasyim, the caretaker of the Ngashor Islamic Islamic Boarding School, who is more popularly known as Gus Mus since a few years ago and has only been realized now in 2001. The establishment of this high school is not only to

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improve the quality and quality of human data sources, as well as to include religious values as a source of information. The provision in pursuing a further life because the current flow of globalization if it is not balanced with the cultivation of religious values can damage the morale of the nation, especially the younger generation. So, through SMA it can be used as a medium for preaching and admonishing ma'ruf nahi munkar[48]

b. School vision

The visions of SMA Minqothrotul Ulum Jember are the creation of independent, creative, moral people based on faith and piety.

c. School mission

The missions of SMA Minqothrotul Ulum Jember are:

1) Provide provision of Life Skills to all students
2) Provide competency provisions that can be applied as an independent business
3) Provide guidance on business opportunities in various fields of work
4) Utilizing Information and Communication Technology in the Learning Process
5) Teaching (PBM) and School Administration[49]

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[48] Documentation, SMA Minqothrotul Ulum Jember, 29st July 2022
[49] Documentation, SMA Minqothrotul Ulum Jember, 30st July 2022

Table 4.1
Teacher and Staff SMA Minqothrotul Ulum Jember

No.	Name	Position	Mapel
1.	Munif Masruhin, S.Pd	Headmaster of the school	-
2.	Thoi'ah	Tenaga Administrasi sekolah	IPS
3.	Budi Sosilo, S.Pd, M.Pd	Teacher	Fisika
4.	Ernawati, S.Pd	Teacher	Kimia, Biologi
5.	Mohammad Gufron, S.Pd	Wakil Kepala Sekolah	PAI
6	Muhammad Ainun Najib, S.Pd.I	Teacher	Penjaskes
7	Muhammad Kamaluddin, S.E	Teacher	Sejarah Indonesia
8	Muhammad Qosim, S.Pd	Teacher	Staff
9	Siti Emiatun Rohmatun N, S.Ag	Teacher	PKN
10	Siti Nur Kholifah, S.Pd	Teacher	Indonesian
11	Sofyan Agus Wahyudi, S.Pd	Bendahara BOS/BOP	Mathemathic
12	Siti Nur Laila, S.Pd	Teacher	English
13	Novi Dwi Indah Cahyani, S.Pd	Teacher	English

B. Results

In accordance with the data collection method used in in this study, the researchers presented the data obtained in the field in the form of observation data, interviews, and documentation as a tool to obtain data re lated and supporting this research.

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In the following, the results of the research that have been collected by researchers related to the results of interviews and observations can be presented. Data about teachers planning jigsaw strategies in teaching reading;

1. **Teacher planning in teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember.**

Researcher was able to analyze the data in qualitative descriptive after collecting data by using interview, observation and document review. Researcher described elaborated and interpreted data. So that, became whole description

Lesson plan is the first point that must be carried out by all institutions which is something that cannot be abandoned to achieve learning objectives. Lesson plan carried out by teachers in SMA Minqothrotul Ulum Jember is an important subject that must be done and prepared. The lesson plans prepared in teaching reading are as follows:

a. Syllabus

The syllabus is essentially a lesson plan for a group of subjects with a specific theme, which includes core competencies, basic competencies, learning materials, indicators, assessments, time allocation, and learning resources developed by each education unit.

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Furthermore, the interviews were done by using Indonesian language which was translated by the researcher.

In interviewed by Mrs. Lail as English teacher for SMA MINQU Gumukmas, she stated:

> *"Yes, sis, before I make a Lesson Plan (RPP), I have to pay attention to the syllabus so that I will know the direction of learning to be achieved"*[50]

[50] Mrs. Lail, Interviewed by writer, Jember 9th August 2022

Based on the interview above, it can be seen that with pay attention to the syllabus, this is also reinforced by there is an observation that before doing learning the teacher needs to first pay attention to the syllabus so that the teacher knows the direction of learning.[51] In this case, the importance of researcher knew the form of the syllabus in this study, by the syllabus data can prove that it is important in terms of syllabus developments for teachers. In this syllabus, it describes several components of learning tools which include competency standards, basic competencies, basic materials, time allocation, learning activities and asssessments developed by each educational unit.

The data is reinforced by the results of observations on August 2, 2022; researchers saw directly that the teacher had made learning devices that were placed on the teacher's desk. Before starting learning, the teacher must prepare learning tools, which is the syllabus and lesson plan. The observation above is one of the learning tools prepared by the English teacher of SMA Min Qothrotul Ulum Gumukmas.

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b. Lesson plan

Lesson plan (RPP) is a program implementation of learning for each meeting. As explained by Mrs. Lail as an English teacher, she explained as follows:

[51] Observation, SMA Minqothrotul Ulum Jember, 8th August 2022

> *"The most important thing before carrying out learning is to make a lesson plan (RPP). Lesson plans are developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competence (KD)"*[52]

Based on the interview above, it can be seen that the lesson plan (RPP) was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competence (KD).

From the description above, it can be seen that a teacher must prepare everything related to the needs during the teaching and learning process. In addition a teacher must also prepare or adjust methods and media that will be used with the conditions of the students, so that students can achieve their learning objectives well.

Apart from the teacher prepare everything in teaching learning process, in SMA Minqothrotul Ulum Jember, the teacher also adjust the lesson plan to learning process, which is some of the teachers adjust the circumstances of the students they want to teach and besides that the teacher adjusts the lesson plans made by the teacher.

Mrs. Siti Nur Laila as an English teacher of SMA Minqothrotul Ulum Jember stated that:

> *"As long as I teach English, I still adjust the lesson plans, which I package well and adjust the conditions in this school. Because this school is also in the cottage environment. So, it would be better to use a strategy that makes students comfortable, happy with learning English."*[53]

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[52] Mrs. Lail, Interviewed by writer, Jember 9th August 2022
[53] Mrs. Lail, Interviewed by writer, Jember 9th August 2022

The results of the interview explained that the teacher gives the best by adjusting the lesson plans that have been made by the teacher so that students are comfortable, relaxed and easy to understand the English learning process.

Table 4.2 Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan	: SMA MINQU Gumukmas
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: X/1
Materi pokok	: Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi waktu	: 2 x 45 menit

A. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah

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secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

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C. Tujuan pembelajaran :

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggug jawab dalam melaksanakan komunikasi terkait teks describtive tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. Materi Pembelajaran

Struktur Descriptive Text (generic structure) adalah:

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

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Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda

3. Kata kerja bentuk pertama (present tense)
4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Rujukan kata

E. Metode Pembelajaran

1. Jigsaw Strategy (Cooperative learning)

F. Media, Alat, dan Sumber Pembelajaran

1. Media : papan tulis, spidol, kertas, bulpoin
2. Alat : LKPD
3. Sumber Belajar : Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan, Guru

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional 3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang video deskripsi orang yang ditayang terkait dengan materi yang akan dipelajari 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	10 menit
Inti	1. Preliminary activity: Siswa di bagi kelompok 4-6 siswa 2. Guru mementa perwakilan untuk mengambil materi	60 Menit

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Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	3. Problem statement: Perwakilan siswa berdiskusidengan sesama perwakilannya, 4. Siswa kembali ke kelompok yang sudah di bentuk 5. Perwakilan kelompok memberikan penjelasan/ mempresentasikan materi yang sudah di diskusikan di grup perwakilan kelompok tersebut. 6. Generalisasi: guru memberikan arahan, dan kesimpulan yang sudah di diskusikan. 7. Guru memberikan sebuah pertanyaan-pertanyaan yang bersangkutan dengan materi tersebut.	
Penutup	1. Guru Memberikan tugas rumah kepada siswa untuk mencari referensi/ bahan bacaan terkait dengan tema diskusi pada pertemuan berikutnya. 2. Guru bersama siswa membaca doa kafaratul majlis untuk mengakhiri pembelajaran 3. Guru memberi salam sebagai tanda akhir pembelajaan	15 menit

In the table of lesson plan above, the researcher took data twice to strenghthen the data, which is on the lesson plan during first semester the teacher implmeted the jigsaw strategy in teaching reading especially on descriptive text material for 2x45 minute but, in every teaching reading, the teacher using jigsaw strategy for three times.

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Based the results of the interviews above are supported by observations in which the researcher observes that the teacher adjust the learning process and lesson plan, therefore that way the teacher will know the direction and goals to be achieved in classroom learning and the

teacher using jigsaw strategy in teaching reading according to what is stated in the lesson plan .[54]

Based on the interviews and document review, the researcher concluded that the English teacher of SMA Minqothrotul Ulum Jember, must prepare the good lesson plan which refers the syllabus to easier teacher in learning process and the students easy to understand about the material.

2. Teacher implementing in teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember.

The implementation of teaching reading using the jigsaw strategy consists of preliminary activities, core activities, and closing activities as explained below:

a. Preliminary activities

Preliminary activities are defined by the teacher's actions to create a mentally prepared atmosphere and cause students' attention to focus on what will be learned. From the observations it is known that in the preliminary activities, the English teacher of SMA Min Qothrotul Ulum Jember did: 1) pray together led by the class leader, 2) interact before learning begins with the aim of getting closer by asking for news, 3) then the teacher accompanies the students sequentially, 4) followed by providing a stimulus by asking some questions. Previous material questions (pre-test) and, 5) communicate the learning

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[54] Observation, SMA MINQU Gumukmas, 8th August 2022

objectives. This has been explained by Mrs. Siti Nur Laila as an English teacher at SMA Minqothrotul Ulum Jember during an interview in the teacher's room.

> *"Before starting the lesson, I usually ask the class leader to lead a prayer together and then interact with me asking how I'm doing my goal is to get them closer and closer to me. Then I convey the learning objectives, and then provide a stimulus to students by asking questions about the subject matter to be studied".*[55]

The results of the interview explained that before starting in learning, the English teacher usually conveys the learning objectives and asks related questions learning material that will be delivered. This statement is also supported by the statement of Nayla Adelia Putri, as a student of X grade of SMA Minqothrotul Ulum Jember who revealed:

> *"If Mrs. Lail usually before starting the lesson, she asks the class leader to lead the prayer, then after praying, Mrs. Lail gives greetings in English and then attends all students and sometimes gives motivation".*[56]

The results of the interview explained that the activities the introduction during the reading learning process using the jigsaw strategy is to start learning by praying then giving greetings to students to get used to speaking English and then taking student attendance and then providing motivation so that students are enthusiastic about carrying out the learning process.

The results of the interviews above are supported by observations in which the researcher observes the initial activities of

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[55] Mrs. Lail, Interviewed by writer, Jember 9th August 2022
[56] Nayla Adelia Putri by writer, Jember, 29th August 2022

teaching reading using the jigsaw strategy, namely at first the teacher first asks the class leader to lead the prayer, then continues by asking for news as well as attending to students and providing motivation. After that, the teacher conveys the learning objectives and learning steps that will be carried out on the same day.[57]

The statement above is also confirmed by the lesson plan (RPP) in preliminary activity section which states that the introduction / initial activities carried out by the teacher are: 1. the teacher greets and leads the prayer before learning begins, 2. The teacher makes the presence of students' attendance then the teacher prepares the students physically and psychologically, 3. The teacher makes apperception to students related to the material that has been delivered at the previous meeting, 4. The teacher explains the purpose of studying the material and competence to be achieved, 5. The teacher explains the learning steps to be implemented.

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Figure 4. 1
The learning process of jigsaw strategy

[57] Observation, SMA Minqothrotul Ulum Jember, 8th August 2022

Based on the results of observations, interviews and documentation, the researcher can conclude that the initial activities / introduction to teaching reading using the jigsaw strategy are: 1. The teacher greets and then asks the class leader to lead the prayer, 2. Then the teacher attends the students 3. Then the teacher prepares physical and psychological students by providing motivation after that. 4. After that the teacher explains the purpose of studying the material and the competencies to be achieved, 5. Then the teacher explains the learning steps to be implemented.

b. Core activity

In the core activity, English teacher implement teaching reading using jigsaw strategy. Teaching reading in this school is not optimal because the environmental conditions do not support students in learning English. Therefore the teacher uses one strategy to make students understand and feel happy in reading in learning English through teaching reading. This was conveyed by Mrs. Siti Nur Laila as an English teacher:

> *"So, sis, they are still in 10th grade and still have high enthusiasm in learning both English and other subjects, and they are not supported by the cottage environment, and they already haveassumtion that English is so difficult. One of which I teach reading using the jigsaw strategy because it is very supportive for them. Therefore, the more often they read and discuss them will be more fluent in reading and also more understandable for them about the material they are studying".*[58]

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[58] Mrs. Lail, Interviewed by writer, Jember 9th August 2022

Furthermore, the teacher also explains how the steps in teaching reading through the jigsaw strategy.

> *"Yes, ma'am, so for my first step, students are divided into groups of 3-6 students, I took small groups because there are few in our school, then I asked representatives from each group to come forward to take the material I have provided, then the material is discussed, and studied with a representative friend who has received the material, because the material is the same they discussed with all representatives, then after the group representatives understood the material and discussed and read the whole, they moved to the original group, then exchanged ideas with their peers or group friends, then after they understand from what they have read, I give some quizzes to understand how far they understand the material."*[59]

This statement is also supported by the statement of class students X named Budi Sasonto who revealed:

> *"If the lesson is Mrs. Lail, make a group like that, sis, asked to discuss, and we are read the material and then, explain to her friends and then they will be given a kind of quiz"*[60]

The results of the interview are the same as those supported by the observation that the researcher observes the reading teaching process using the jigsaw strategy. The first is the teacher divides groups of 3-6 students, then the teacher asks representatives from the group to take the material that has been provided, then all group representatives discuss the material. After they discussed and read all of the material it, they returned to the original group to explain and exchange ideas with their group friends, and then the teacher gave some quizzes to each group to find out the understanding of each group.[61]

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[59] Budi Sasonto, Interviewed by writer, Jember 29th August 2022
[60] Mrs. Lail, Interviewed by writer, Jember 9th August 2022
[61] Observation, SMA Minqotrotul Ulum Jember, 11th August 2022

The statements conveyed by the teacher, the material used in teaching reading through the jigsaw strategy is descriptive text. Because the material better understands students in reading and understands contextually and the contents of descriptive text.

> *"Yes sis, the material I use is descriptive text. Because I think descriptive text makes it easier to read, understand contextually, and when using the jigsaw strategy, students in their environment can more easily exchange ideas about describing things and mapping the contents in the text".*[62]

This is supported by the statement by Nayla Adelia Putri a student of X grade of SMA Minqothrotul Ulum Jember, which this student feels happy and understands better when using the jigsaw strategy.

> *"Yes, Sis, what I feel when learning English with what Mrs. Lail teaches makes it easier for us to be able to continue to read English writing and understand widely and we can exchange ideas with friends as well, I am more and more happy in learning English".*[63]

Figure 4.2
The process of student discussion with groups

[62] Mrs. Lail, Interviewed by writer, Jember 9th August 2022
[63] Nayla Adelia Putril, Interviewed by writer, Jember 29th August 2022

Based on the result interview, observation and documentation which the researcher observed the process of implementing reading teaching using the jigsaw strategy is the teacher teaches reading using a jigsaw strategy through descriptive text material, this is the first step in the jigsaw strategy is the teacher divides groups of 3-6 students, then the teacher asks representatives from the group to take the material that has been provided, then all group representatives discuss the material. After they discussed and read all of the material it, they returned to the original group to explain and exchange ideas with their group friends, and then the teacher gave some quizzes to each group to find out the understanding of each group. Furthermore with jigsaw strategy the students easy to understand all of the material and can improve their reading.[64]

c. Closing activity

In the closing activity, the English teacher gave a conclusion at the end of the lesson, he also gave several questions about the material that has been explained according to what they have discussed with the group, and she stated that:

> *"After finishing the discussion and understanding the material structured, I gave several questions to each group to find out how far they understood the material by discussing it. Before the lesson ends, I usually give a conclusion on the material that has been studied, and then I give time for students who do not understand to ask questions about the material that has been discussed".*[65]

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[64] Observation, SMA Minqothrotul Ulum Jember, 8th August 2022
[65] Mrs. Lail, Interviewed by writer, Jember 9th August 2022

The results of the interview explained that the closing activity in the process of teaching reading using the jigsaw strategy was that the teacher gave conclusions on the material that had been discussed by each group and understood it in a structured manner, and then the teacher gave the opportunity to ask students again if anyone did not understand the material. .

Regarding the closing activities for the implementation of the core implementation activities teaching reading using the jigsaw strategy English teacher provides a motivation both in the context of English subjects and about life or moral messages besides the teacher gives assignments about the material that has been studied and conveys a glimpse of the material for the next week, this is also reinforced by student named Budi Sasonto who stated that:

> *"At the end of reading teaching, usually Mrs. Lail gives motivation or moral messages related to the material presented, then gives assignments such as making summaries or giving questions in the form of descriptions then she gives a glimpse of the material that will be delivered next week".* [66]

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Based on the results of the interviews above, it can be seen that closing activities carried out by the English teacher were giving moral messages and giving assignments related to learning materials.

This is also confirmed by lesson plan point I which is stated that the closing activity teaching reading: The teacher reflects on the results of that day's learning, the teacher invites students to conclude with the

[66] Budi Sasonto, Interviewed by writer, Jember 9th August 2022

learning material, the teacher gives a moral message related to the descriptive text material, the teacher makes an assessment, the teacher conveys the learning material that will be delivered at the next meeting and the teacher invites to pray at the end of the class by greeting.

3. Teacher evaluating in teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember.

Learning evaluation is an activity to find out the success of the implementation process. With the evaluation of the teacher easily find out the understanding of students with the material that has been studied.

Evaluation of reading teaching in English lessons using the jigsaw strategy at SMA Minqothrotul Ulum Jember is carried out by test and non-test as explained by Mrs. Situ Nur Laila as an English teacher:

> *"The evaluation uses a formative evaluation which will be given several description questions. I also do other assessments such as attitude assessment and interview in the last material with personal. For formative evaluation, I usually do it after the lesson is over, but if it's not finished then I order it to be done at home or at the cottage. Besides that, in this English subject I also invite students to continue practicing in terms of reading to measure students' reading fluency."*[67]

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The above statement was added with interviews with participants a student of tenth grade of SMA Minqothrotul Ulum Jember named Nayla Adelia Putri said:

> *"If Ms. Lail always gives assignments and continues with a test at the next meeting Ms. Lail sometimes she given an interview with personal and also gives homework to do.*[68]

[67] Mrs. Lail, Interviewed by writer, Jember 9th August 2022
[68] Nayla Adelia Putri, Interviewed by writer, Jember 29th August 2022

Based on the results of the interviews above, the researchers describe that the evaluation of teaching reading using the jigsaw strategy for class X SMA Minqothrotul Ulum Jember is given assignments and the upcoming meeting will hold a test. Teachers give homework to students, and give some exercise and then read the text. Meanwhile, during the learning process, the evaluation used by Mrs. Lail was formative evaluation to measure the extent of the process of the student's inability to understand.

Figure 4.3
The process of evaluating students on the jigsaw strategy

The results of the documentation above are supported by the results of the researchers' observations in the field that the evaluation of reading teaching using the jigsaw strategy for class X SMA Minqothrotul Ulum Jember is using tests and non-tests. As for the test through description questions and used for knowledge assessment and also reading performance, while for non-test using attitude assessment and interview.

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C. Discussion

The findings that the researchers obtained while researching the teaching of reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember are as follows:

Table. 4.3
The recapitulation result of the research

No	Research Questions	Result
1.	Teacher planning in teaching reading using jigsaw strategy at SMA Minqothrotul Ulum, Jember	The planning of teaching reading using the jigsaw strategy is that before starting learning the teacher prepared the syllabus and making lesson plan (RPP).
2.	Teacher implementing in teaching reading using jigsaw strategy at SMA Minqothrotul Ulum, Jember	The implementing in teaching reading using jigsaw strategy there are 3 steps: 1. Preliminary activity 2. Core activity 3. Closing activity
3.	Teacher evaluating in teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum, Jember	The evaluation of teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember, namely using formative evaluation by: a. Test technique questions and performance reading) b. Non-test technique (attitude assessment and interview)

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Based on the results of the interviews that have been described, a discussion of the research findings is carried out which is associated with the theories that have been explained and adapted to the research focus.

The details of the discussion of the findings in this study are as follows:

1. **Teacher planning in teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember**

From the results of research on planning teaching reading using the jigsaw strategy, prior to that, must make Lesson Plan which is used the same as the made by schools in general. And the source material take based on the syllabus of tenth grade of SMA Minqothrotul Ulum Jember which the teacher teaching reading using jigsaw strategy.

The above findings are in line with the theory which states that planning is basically a process of translating the applicable curriculum into learning programs. There are several programs that must be prepared by teachers as a curriculum translation process, namely preparing time syllabus, and lesson plan.

The above findings are also reinforced by Trianto's theory explaining that planning is an effort made by educators about what is needed in order to achieve a goal. For this reason, the teacher must be wise in determining the appropriate model, or strategy, which can create a conducive classroom situation and condition so that the teaching and learning process can take place in accordance with the expected goals.

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In the planning data that the teacher's role is in making lesson plans by describing and developing, besides that when the teacher makes the lesson plans, the teacher does not only refer to the curriculum syllabus but also looks at the conditions and situations as well as the potential at the SMA Minqothrotul Ulum Jember. According to Rudi and Aguslani (2019,

cited in Nana and Sukirman, 2008) In planning learning, of course, teachers must not only consider the curriculum, but also the conditions and framework of the conditions of each school, as well as the possibilities that exist.[69] Its mean that the teachers not only consider the curriculum but also in condition, situation and potensials that exist in SMA Minqothrotul Ulum Jember.

From the results of the analysis above, the theory same with the findings about planning teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember before starting learning the teacher must prepare learning tools, that is make a good lesson plan, and the teacher not only refers in the curriculum of syllabus but also adjust the situation, condition and potential in that school. So that it can be used as guideline for implementing learning activities. And make a good Lesson Plan and the source material based on Syllabus and by adjusting the condition, situation and potential of tenth grade of SMA Minqothrotul Ulum Jember.

2. Teacher implementing in teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember.

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In the activities of implementing learning activities carried out is the teaching and learning process as the core element of the activity learning that has been prepared in the previous lesson plan.

The results of the research used and the data obtained from observations, interviews, and documentation, namely the implementation

[69] Rudi Ahmad S and Agulani Muslih, 15

of teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember, carried out in three steps, these are: preliminary, core and closing activities.

a. Preliminary activity

Based on the results of research activities at SMA Minqothrotul Ulum Jember, it shows that in the preliminary activities of teaching reading using a jigsaw strategy: 1. The teacher starts the teacher saying greetings, 2. Asks the class leader to lead the prayer, 3. Then the teacher attends to students and gives greetings 4. Then the teacher prepares students physically and psychologically by providing motivation, 5. After that the teacher conveys the learning objectives and learning steps.

The findings above are in line with the theory that states that activities. The initial activity is intended to provide motivation to students, this initial activity can be done in various ways, including in the form of apperception by providing illustrations in the form of pictures, and several questions to explore understanding, condition a pleasant learning atmosphere, discuss competencies that have been learned and developed previously related to with competencies to be studied and developed previously related to competencies to be studied and developed, conveying competencies to be achieved and utilized in daily life, conveying an outline of the scope of material and activities

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to be carried out, and conveying the scope and assessment techniques to be used .

So, it can be seen that the results of research at SMA Minqothrotul Ulum Jember strengthen the theory which states that preliminary activities: 1. the teacher starts the teacher saying greetings, 2. then asks the class leader to lead a prayer, 3. then the teacher attends the students and asks how they are, 4. then the teacher prepares physically and psychological students by providing motivation after that, 5. the teacher conveys the learning objectives and learning steps.

b. Core Activity

Based on the results of research activities at SMA Minqothrotul Ulum Jember, it shows that the main activity of teaching reading using the jigsaw strategy is the teacher divides groups of 3-6 students, then the teacher asks representatives from the group to take the material that has been provided, then all group representatives discuss the material, after they discuss and read all the material because reading will be easier to understand and even can make them more fluent in reading English texts then, they return to their home group to explain and exchange ideas with their group friends, then the teacher gives some quizzes to each group to find out the understanding of each group.

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The steps that have been implemented at SMA Minqothrotul Ulum Jember are the same as the theory that mentions the steps of the jigsaw strategy[70]:

1) Students are divided into small groups (4-6 students)
2) Each group representative takes the same material
3) Each group representative discusses with other groups on the same material
4) Each group representative returns to his original group to explain to his group friends until his group friends understand the material
5) Quiz distribution to find out how much you understand the material.

So it can be seen that the results of research at SMA Minqothrotul Ulum Jember streng then the theory which states that teachers in teaching reading divide groups so that students can exchange ideas, understand contextually, explain to their peers according to the rules from the teacher, then the teacher gives a test to find out understanding of the material they have discussed. As explained in the findings that students will find it easier to understand with the jigsaw method because students have a major role in teaching reading through English lessons. As stated by Alenjendro 2011 (cited in Aronson and Patnoe 2017), students have a responsible attitude and

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[70] Isjoni, 54

participate actively in understanding problems and solving problems in groups.[71]

Based on some theories and findings that have been present in this study, teaching reading teaching using the jigsaw strategy can build an attitude of responsibility, students are easier to understand by reading through the jigsaw strategy and it is easier to interact to solve problems in a group.

c. Closing / final activity

Based on the results of research activities at SMA Minqothrotul Ulum Jember, it shows that the core activity of teaching reading using a jigsaw strategy is the teacher reflects on the results of the day's learning then invites students to conclude together the learning materials, especially descriptive text taken in teaching reading, then the teacher gives motivation, after that the teacher conveys at a glance the learning material that will be delivered at the next meeting and the teacher invites to pray followed by greeting.

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The findings above are the same as the theory which states that, this activity is an affirmation or conclusion and assessment of the study material in the core activity. This activity can be followed up in the form of homework and others. This stage aims to determine the success of the instructional stage, activities that can be carried out at this stage include:

[71] Alejandro Garcia, Ed.D, Jesus Abrego, Ed.D & Reguenes Robert, 13

1) The activities of the teacher with the students are: Making a summary / conclusion of the lesson, reflecting on the activities that have been carried out and, providing feedback on the learning process and results.
2) The teacher's activities are: Giving direction to students, conducting assessments, planning follow-up activities in the form of remedial learning, giving assignments both individual and group assignments according to the learning outcomes of participants. Delivering lesson plans at meetings next.

3. Teacher evaluating in teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember.

The evaluation of teaching reading using the jigsaw strategy is: the teacher provides an evaluation of learning using formative evaluation. Assessment is usually carried out at the end of the lesson. The assessment instrument used is in the form of a test that is a matter of description and non-test for assessing attitudes and reading practices.

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As explained in Finding, the evaluation of teaching reading using the jigsaw strategy is: the teacher provides an evaluation of learning using formative evaluation. Assessment is usually carried out at the end of the lesson. The assessment instrument is used in the form of a test, namely a matter of description and non-test assessment of attitudes and reading practice. According to brown (2011), formative evaluation to measures the

extent of the process of the student's inability to understand. [72]Thus, can be traced the need to improve test taker strategies to achieve the highest understanding. Furthermore, the evaluation of students with reading practice can train students to read an English text normally. More specifically, reading makes students have a lot of vocabulary, such as information that has been written in English, according to Harmer, reading is an activity that can make students acquire many languages and increase vocabulary and understanding of grammar in the learning text. Thus, students are able to master and understand what students get at school.

The type of reading performance used by the teacher in evaluating students is extensive reading, as explained in the findings that students use extensive assessment because it makes it easier for them to understand a text, both in terms of grammar and vocabulary. According to Nurdiana students develop active vocabulary, in the extensive reading, students act as a man because they have to ask for measurements, reading carefully will help develop ideas.

Based on the findings, the researcher concludes that the evaluation of reading teaching using the jigsaw strategy is a formative evaluation that is carried out after the learning process using tests and non-tests, namely test evaluations using description questions, reading performance and non-test attitude assessment.

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[72] Brown, 185

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion of finding and suggestion for the English teachers and the students

Based on the results of data analysis the research on teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember, it can be concluded as follows:

1. The planning of teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember, these are make a good Lesson Plan and the source material based on Syllabus of tenth grade students in the first semester in K13 curriculum. Thus, the learning process can be affective and efficient.
2. The implementation of teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember which includes preliminary, core, and closing activities. Furthermore, by jigsaw strategy the students easy to understand all of the material and can improve their reading.
3. Evaluation of reading teaching using the jigsaw strategy at SMA Minqothrotul Ulum Jember, namely: Test technique in the form of description and non-test technique for attitude and practice assessment instruments. It makes students pay attention to their result, improve their fluence and know their mistakes as motivational correction for them.

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B. Suggestions

After researching and showing about teaching reading using the jigsaw strategy at SMA Minqothrotul Ulum Jember, the authors provide suggestions that are expected to be input:

1. For English teacher, it is suggestion to all English teachers of SMA Minqothrotul Ulum Jember used jigsaw strategy as a tools for learning process, because this strategy help students to understanding about the material, always provide motivation and innovation to teaching and learning activities in the classroom so that students are more enthusiastic about participating in learning.
2. For the future researcher, the result of this study is expected to give more Information about jigsaw strategy, in addition to using differeant language skills or language components, or in different studies to improve reading mastery using a jigsaw strategy.

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Appendix 1

MATRIX OF RESEARCH

Title	Variable	indicator	Source of data	Research method	Research focus
The Implementation of Jigsaw Strategy in Teaching Reading for the Students of SMA Minqothrotul Ulum Jember.	Implementation of Jigsaw Strategy in teaching reading	1. Jigsaw Strategy a. Definition of jigsaw strategy b.step of jigsaw strategy 2. Teaching reading a. definition of reading b. types of reading	a.Interview 1. Teachers 2. 10th grade of SMA Minqothrotul Ulum Jember 3. Document	Research Approach: Qualitative Approach Research Design: Phenomology Data Collection Method: 1. Observation 2. Interview 3. Document Review Data Analysis 1. Data Condensation 2. Data Display 3. Conclusion Drawing and Verification Data Validity: 1. Source Triangulation 2. Technique Triangulation	1. How does the teacher plan a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember? 2. How does the teacher implement the jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember? 3. How does the teacher reflect a jigsaw strategy in teaching reading for the students of SMA Minqothrotul Ulum Jember?

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Appendix 2

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Salsabila Umi Nura Fajria

NIM : T20186096

Program : Tadris Bahasa Inggris

Faculty : Tarbiyah and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Shiddiq Jember

States that the undergraduate thesis entitled **"The Implementation of Jig-saw Strategy in Teaching Reading for the Students of SMA MINQU, Gumukmas"** is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection or claim from other.

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Jember, October 29th 2022

The writer

Salsabila Umi Nur Fajria

SRN. T20186096

Appendix 3

Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
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Nomor : B-2695/In.20/3.a/PP.009/03/2022
Sifat : Biasa
Perihal : **Permohonan Bimbingan Skripsi**

Yth. H. Moch. Imam. Machfudi, SS, M.Pd, Ph.D
Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara H. Moch. Imam. Machfudi, SS, M.Pd, Ph.D berkenan membimbing mahasiswa atas nama :

NIM	:	T20186096
Nama	:	SALSABILA UMI NUR FAJRIA
Semester	:	SEPULUH
Program Studi	:	TADRIS BAHASA INGGRIS
Judul Skripsi	:	The Implementation of Jigsaw Strategy in Teaching Reading for the Students of SMA MINQU Gumukmas Jember

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 29 Maret 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

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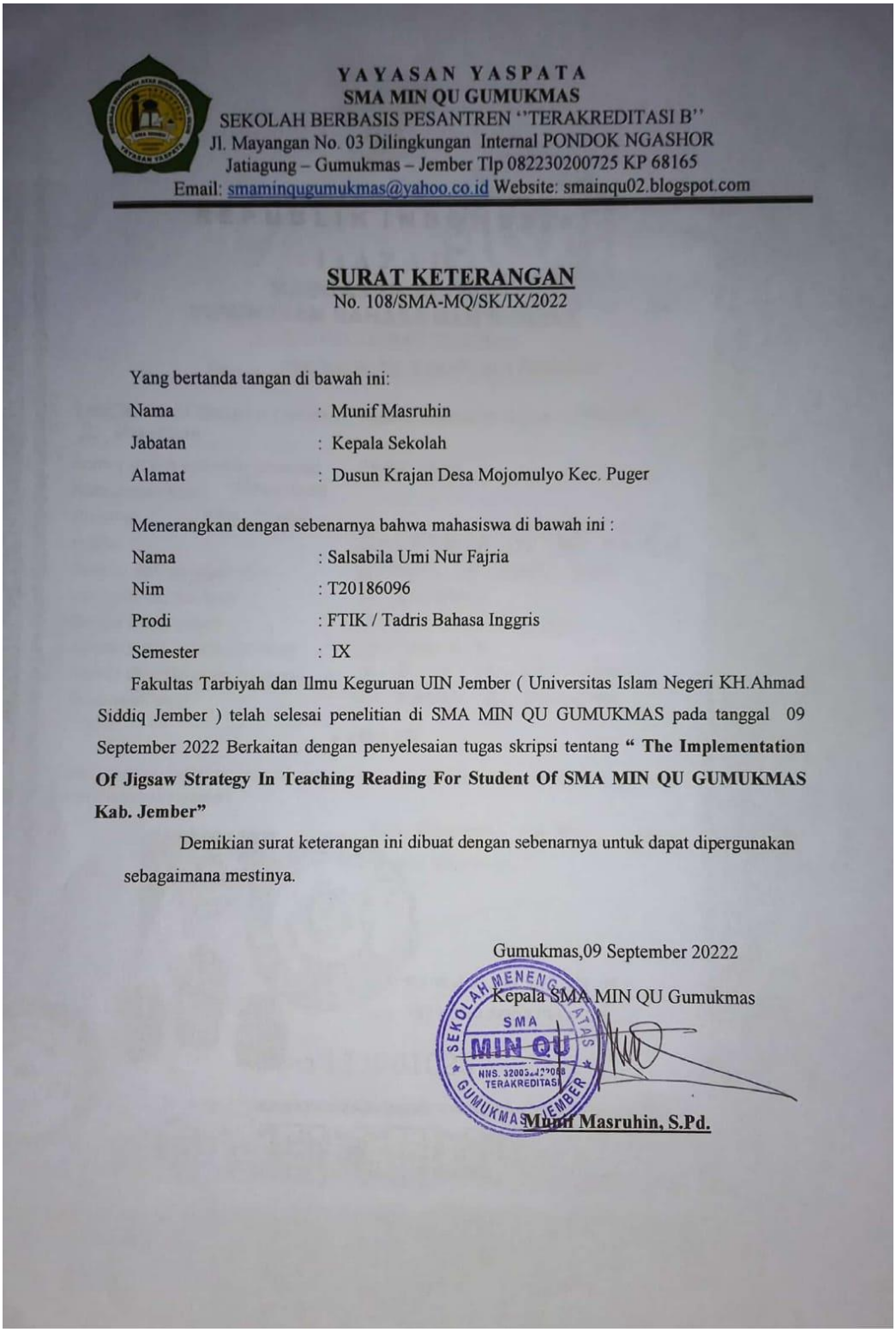
Appendix 4

Letter of Finishing Research



YAYASAN YASPATA
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SURAT KETERANGAN
No. 108/SMA-MQ/SK/IX/2022

Yang bertanda tangan di bawah ini:

Nama	: Munif Masruhin
Jabatan	: Kepala Sekolah
Alamat	: Dusun Krajan Desa Mojomulyo Kec. Puger

Menerangkan dengan sebenarnya bahwa mahasiswa di bawah ini :

Nama	: Salsabila Umi Nur Fajria
Nim	: T20186096
Prodi	: FTIK / Tadris Bahasa Inggris
Semester	: IX

Fakultas Tarbiyah dan Ilmu Keguruan UIN Jember (Universitas Islam Negeri KH.Ahmad Siddiq Jember) telah selesai penelitian di SMA MIN QU GUMUKMAS pada tanggal 09 September 2022 Berkaitan dengan penyelesaian tugas skripsi tentang **" The Implementation Of Jigsaw Strategy In Teaching Reading For Student Of SMA MIN QU GUMUKMAS Kab. Jember"**

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Gumukmas,09 September 20222

Kepala SMA MIN QU Gumukmas

SEKOLAH MENENGAH ATAS SMA MIN QU NNS. 32003[illegible]2088 TERAKREDITASI GUMUKMAS JEMBER

Munif Masruhin, S.Pd.

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan	: SMA MINQU Gumukmas
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: X/1
Materi pokok	: Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi waktu	: 2 x 45 menit

A. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

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B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan be berapa teks deskriptif lisan dan tulis dengan memberi dan meminta infor masi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan se derhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memper hatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan pembelajaran :

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggug jawab dalam melaksanakan komunikasi terkait teks describtive tentang tempat wisata terkenal.

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3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

D. Materi Pembelajaran

Struktur Descriptive Text (generic structure) adalah:

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Kata kerja bentuk pertama (present tense)
4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

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6. Rujukan kata

E. Metode Pembelajaran

1. Jigsaw Strategy (Cooperative learning)

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : papan tulis, spidol, kertas, bulpoin
2. Alat : LKPD
3. Sumber Belajar: Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan, Guru

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional 3. Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan juga tentang video deskripsi orang yang ditayang terkait dengan materi yang akan dipelajari 4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	10 menit
Inti	5. Preliminary activity: Siswa di bagi kelompok 4-6 siswa 6. Guru mementa perwakilan untuk mengambil materi 7. Problem statement: Perwakilan siswa berdiskusidengan sesama perwakilannya, 8. Siswa kembali ke kelompok yang sudah di bentuk	60 Menit

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Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	9. Perwakilan kelompok memberikan penjelasan/ mempresentasikan materi yang sudah di diskusikan di grup perwakilan kelompok tersebut. 10. Generalisasi: guru memberikan arahan, dan kesimpulan yang sudah di diskusikan. 11. Guru memberikan sebuah pertanyaan-pertanyaan yang bersangkutan dengan materi tersebut.	
Penutup	12. Guru Memberikan tugas rumah kepada siswa untuk mencari referensi/ bahan bacaan terkait dengan tema diskusi pada pertemuan berikutnya. 13. Guru bersama siswa membaca doa kafaratul majlis untuk mengakhiri pembelajaran 14. Guru memberi salam sebagai tanda akhir pembelajaan	15 menit

H. Penilaian

No	Jenis Penilaian	Teknik Penilaian
1.	Sikap	Observasi
2.	Pengetahuan	Tes Objektif
3.	Keterampilan	

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1. Penilaian Sikap/Observasi

Indikator:

(1) Memiliki semangat untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.

(2) Memiliki keseriusan untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.

No	Aspek yang di nilai (Skor 1-4)		Total skor	Rata-rata
	Indikator 1	Indikator 2		
1.				
2.				
3.				

Keterangan:

4 = Sangat Baik (jika selalu melakukan perilaku yang diamati)

3 = Baik (jika sering melakukan perilaku yang diamati)

2 = Cukup (jika kadang melakukan perilaku yang diamati)

1 = Kurang (jika tidak pernah melakukan perilaku yang diamati)

2. Pengetahuan

a) Teknik Penilaian : Tes Tulis

b) Bentuk Instrumen : Reading

No	Aspek yang di nilai	Kriteria	Score
1.	Unsur kebahasaan dan struktur teks tentang Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Kelancaran dalam membaca	Sangat Lancar	
		Lancar	
2.	Kelancaran dalam membaca	Sangat Lancar	5
		Lancar	4
		Cukup Lancar	3

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No	Aspek yang di nilai	Kriteria	Score
		Kurang Lancar	2
		Tidak Lancar	1

No	ASPEK YANG DINILAI	KRITERIA	SCORE
1.	Tujuan komunikatif	Sangat Memahami	5
		Memahami	4
		Cukup Memahami	3
		Kurang Memahami	2
		Tidak Memahami	1
2.	Kelancaran	Sangat lancer	5
		Lancar	4
		Cukup lancer	3
		Kurang lancer	2
		Tidak lancer	1
3.	Ketepatan	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

PEDOMAN PENSKORAN

SKOR = Perolehan Nilai X 100
Skor Maksimal

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Mengetahui

Kepala SMA MIN QU Gumukmas

Muhil Masruhin, S.Pd.

Jember, 20 Juli 2022

Guru Bahasa Inggris

Siti Nur Laila, S.Pd,

Appenddix 6

SILABUS MATA PELAJARAN BAHASA INGGRIS

Nama Sekolah	: SMA MINQU GUMUKMAS
Bidang Keahlian	: Semua Bidang keahlian
Kompetensi Keahlian	: Semua Kompetensi Keahliann
Mata Pelajaran	: BAHASA INGGRIS
Durasi (Waktu)	: 288 JP
KI-3 (Pengetahuan)	: Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
KI-4 (Keterampilan)	: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis,

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mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan **tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga**, sesuai	3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai jati diri dan hubungan keluarga 3.1.2 Membedakan ungkapan meminta dan memberi informasi mengenai jati diri dan hubungan keluarga formal dan tidak formal	**Teks lisan dan tulis tentang menanyakan dan memaparkan jati diri dan hubungan keluarga** **a. Fungsi Sosial:** Untuk memperkenalkan dan menyebutkan identitas diri dan hubungan keluarga dan untuk mengembangkan	6	1. Mengamati teks tulis dan lisan tentang jati diri dan hubungan keluarga; 2. Menganalisis (mengidentifikasi dan membedakan) ungkapan dan informasi tentang jati diri dan keluarga yang terdapat dalam teks; 3. Dalam kelompok, mengumpulkan data mengenai ungkapan meminta dan memberi	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	4.1.1 Menyusun teks lisan dan tertulis mengenai jati diri dan hubungan keluarga 4.1.2 Meminta informasi mengenai jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan 4.1.3 Memberi informasi mengenai jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan	komunikasi dan menjalin hubungan interpersonal dengan yang lain **b. Struktur Teks:** - Ungkapan Pembuka - Ungkapan pertukaran informasi tentang jati diri: ✓ May I know your name, please? ✓ What is your address? ✓ My name is Ali. ✓ I'm a worker. ✓ I have two sisters and no brother. ✓ I like cooking and watching movies. - Ungkapan Penutup **c. Unsur**		informasi tentang jati diri dan hubungan keluarga; 4. Mendiskusikan, membedakan dan mengelompokkan ungkapan-ungkapan tentang jati diri dan hubungan keluarga 5. Menerapkan penggunaan ungkapan jati diri dan hubungan keluarga ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan 6. Menyusun teks lisan dan tulis tentang meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan; 7. Mengkomunikasikan	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
		kebahasaan: - Kosakata terkait jati diri dan hubungan keluarga: name, address, age, education, job, family, dll - Grammar: ✓ Pronouns (subjective, objective, possessive, adjectives) - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan		teks tulis dan lisan tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan	
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur	3.2.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam	**Teks lisan dan tulis tentang ucapan selamat**	6	1. Mengamati teks tulis dan lisan tentang mengucapkan selamat dan responnya;	a. Pengetahuan: Tertulis

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan **ucapan selamat bersayap (extended)**, dan responnya, sesuai dengan konteks penggunaannya. 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat bersayap (extended), dan responnya dengan memperhatikan	teks tulis dan lisan mengenai ungkapan memberikan selamat 3.2.2 Membedakan ungkapan memberikan selamat yang formal dan tidak formal 4.2.1 Menyusun teks lisan dan tertulis mengenai ungkapan mengucapkan selamat 4.2.2 Memberi ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan 4.2.3 Merespon ucapan selamat dengan menggunakan struktur	**a. Fungsi sosial:** Untuk memberi ucapan selamat dan untuk menjaga hubungan interpersonal dengan yang lain **b. Struktur Teks:** - Ungkapan pembuka - Ungkapan pertukaran informasi tentang ucapan selamat : ✓ Excellent! ✓ You really did it well, Ali! ✓ I'm so proud of you. - Ungkapan merespon: ✓ Thank you. ✓ That's very kind of you. **c. Unsur Bahasa:**		2. Menganalisis ungkapan memberikan ucapan selamat dan responnya yang terdapat dalam teks; 3. Dalam kelompok, mengumpulkan data mengenai ungkapan memberikan ucapan selamat dan responnya; 4. Mendiskusikan, membedakan dan mengelompokkan ungkapan-ungkapan tentang memberikan ucapan selamat dan responnya; 5. Menerapkan penggunaan ucapan selamat dan responnya dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan 6. Menyusun teks lisan dan tulis tentang mengucapkan selamat dan responnya; 7. Mengkomunikasikan teks tulis dan lisan tentang	b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan	- Kosakata: yang terkait dengan topik - Grammar: ✓ Adjective: great, fantastic, awesome. ✓ Simple Present Tense ✓ Simple Past Tense - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata & intonasi ketika mempresentasikan secara lisan		ucapan selamat dan responnya dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan	
3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	3.3.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan 3.3.2 Membedakan makna	**Teks lisan dan tulis tentang niat melakukan sesuatu tidakan/kegiatan** **a. Fungsi sosial:** Untuk menanyakan	6	1. Mengamati teks lisan dan tulis tentang niat melakukan sesuatu tindakan/kegiatan 2. Menganalisis (mengidentifikasi dan membedakan makna) ungkapan tentang niat	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
tindakan memberi dan meminta informasi terkait **niat melakukan suatu tindakan**/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to) 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi **terkait niat melakukan suatu tindakan/**kegiatan, dengan memperhatikan	dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan 4.3.1 Menyusun teks lisan dan tertulis mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan 4.3.2 Mengkomunikasikan secara lisan dan tulis niat melakukan sesuatu tindakan/kegiatan	dan menyatakan niat/rencana melakukan sesuatu tindakan/kegiatan dan untuk mengembangkan komunikasi dan hubungan interpersonal dengan yang lain **b. Struktur Teks:** - Ungkapan pembuka - Ungkapan pertukaran informasi tentang niat melakukan sesuatu: ✓ I'm going to continue my study abroad. ✓ I'd like to tell you my educational background. ✓ I will tell you about my new		melakukan sesuatu tindakan/kegiatan yang terdapat dalam teks 3. Dalam kelompok, mengumpulkan data mengenai ungkapan niat melakukan sesuatu tindakan/kegiatan; 4. Mendiskusikan, membandingkan dan mnegleompokkan ungkapan niat melakukan sesuatu tindakan/kegiatan; 5. Menerapkan penggunaan ungkapan niat melakukan sesuatu ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; 6. Menyusun teks lisan dan tulis tentang niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan;	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan	job in Jakarta. - Ungkapan penutup **c. Unsur Bahasa:** - Kosakata: yang terkait dengan topik - Grammar: ✓ Future Tense ✓ Modal (Would like to, will, be going to) - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata & intonasi ketika mempresentasikan secara lisan		7. Mengkomunikasikan ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan	
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks **deskriptif** lisan	3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa dalam teks mengenai memberi dan meminta informasi pendek dan	**Teks deskriptif lisan dan tulis tentang orang, benda dan tempat** **a. Fungsi sosial:**	12	1. Mengamati teks lisan dan tulis tentang meminta dan memberi informasi pendek dan sederhana	a. Pengetahuan: Tertulis b. Keterampilan:

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait **orang, benda dan tempat** sesuai dengan konteks penggunaannya. 4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,	sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya. 3.4.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan mengenai memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya. 4.4.1 Menyusun teks lisan dan tertulis mengenai memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya. 4.4.2 Menyusun teks tulis	Untuk mendeskripsikan orang, benda dan tempat dan untuk mengembangkan komunikasi interpersonal dengan yang lain **b. Struktur Teks:** Descriptive text: - Identification - Description **c. Unsur Kebahasaan:** - Kosakata: yang terkait dengan topik - Grammar: ✓ Noun phrase ✓ Adjective - Ejaan dan tanda baca yang jelas dan rapi. - Ucapan, tekanan kata & intonasi ketika		terkait orang, benda dan tempat; 2. Menganalisis ungkapan tentang meminta dan memberi informasi pendek dan sederhana terkait orang, benda dan tempat yang terdapat dalam teks; 3. Mengumpulkan data mengenai ungkapan meminta dan memberi informasi pendek dan sederhana terkait orang, benda dan tempat 4. Mendiskusikan dan menganalisis ungkapan meminta dan memberi informasi pendek dan sederhana terkait orang, benda dan tempat; 5. Menerapkan	- Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
secara benar dan sesuai konteks	dan lisan mengenai memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya. 4.4.3 Mengkomunikasikan secara lisan dan tulis memberi dan meminta informasi pendek dan sederhana terkait orang, benda dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan	mempresentasikan secara lisan		penggunaan ungkapan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat ke dalam latihan lisan dan tulis dengan tepat sesuai dengan konteks penggunaan; 6. Menyusun teks lisan dan tulis tentang ungkapan mengenai memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan; 7. Mengkomunikasikan secara lisan dan tulis	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
				ungkapan mengenai memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan	
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk **pemberitahuan (announcement)**, dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja, sesuai	3.5.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa dalam teks mengenai pemberitahuan (announcement) sesuai dengan konteks penggunaannya. 3.5.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan mengenai pemberitahuan (announcement)	**Teks lisan dan tulis tentang pengumuman** **a. Fungsi sosial:** Untuk memberitahukan suatu informasi kepada publik **b. Struktur Teks:** - Ungkapan Pembuka - Isi pengumuman - Ungkapan	6	1. Mengamati teks lisan dan tulis tentang pemberitahuan (announcement); 2. Menganalisis fungsi sosial, struktur teks dan unsur bahasa tentang teks pemberitahuan (announcement) yang terdapat dalam teks; 3. Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
dengan konteks penggunaannya 4.5 Menyusun teks khusus dalam bentuk **pemberitahuan (announcement)**, lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	sesuai dengan konteks penggunaannya. 4.5.1 Menyusun teks lisan dan tertulis mengenai pemberitahuan (announcement) sesuai dengan konteks penggunaannya. 4.5.2 Mengkomunikasikan secara lisan dan tertulis pemberitahuan (announcement) dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan	Penutup c. Unsur Bahasa: • Kosakata: yang terkait dengan topik • Grammar: Gerund • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan		pemberitahuan (announcement); 4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks pemberitahuan (announcement); 5. Menerapkan struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement) ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; 6. Menyusun teks lisan dan tulis tentang ungkapan mengenai teks pemngumuman dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan; 7. Mengkomunikasikan teks pemberitahuan	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
				(announcement) secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan	
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ **kegiatan/ kejadian yang dilakukan/terja di di waktu lampau** yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan	3.6.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi terkait kejadian di waktu lampau sesuai dengan konteks penggunaannya. 3.6.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan mengenai memberi dan meminta informasi terkait kejadian di waktu lampau sesuai dengan konteks penggunaannya.	**Teks lisan dan tulis tentang keadaan/kejadian yang di waktu lampau (Past Simple dan Present Perfect Tense)** **a. Fungsi sosial:** Untuk menanyakan dan menceritakan keadaan/kejadian di masa lampau yang merujuk waktu terjadinya dengan yang nerujuk pada kesudahannya **b. Struktur Teks:** ✓ I left my	9	1. Mengamati teks tulis dan lisan tentang memberi dan meminta informasi terkait kejadian di waktu lampau; 2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan tentang memberi dan meminta informasi terkait kejadian di waktu lampau yang terdapat dalam teks; 3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait kejadian di waktu	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense) 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan unsur dan meminta informasi terkait keadaan/tindakan/ kegiatan**/ kejadian yang dilakukan/terja di di waktu lampau** yang merujuk waktu terjadinya dan kesudahannya, dengan	4.6.1 Menyusun teks lisan dan tertulis mengenai memberi dan meminta informasi terkait kejadian di waktu lampau sesuai dengan konteks penggunaannya. 4.6.2 Mengkomunikasikan secara lisan dan tertulis memberi dan meminta informasi terkait kejadian di waktu lampau dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan	dictionary at school tthis afternoon ✓ I have prepared everything for the examination **c. Unsur Kebahasaan:** - Kosakata: yang terkait dengan topik - Grammar: ✓ Simple Past Tense ✓ Present Perfect - Ejaan dan tanda baca yang jelas dan rapi. - Ucapan, tekanan kata dan intonasi ketika mempresentasikan secara lisan		lampau; 4. Mendiskusikan, membedakan dan mengelompokkan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks tentang memberi dan meminta informasi terkait kejadian di waktu lampau 5. Menerapkan penggunaan ungkapan memberi dan meminta informasi terkait kejadian di waktu lampau ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan 6. Menyusun teks lisan dan tulis tentang memberi dan meminta informasi terkait kejadian di waktu lampau dengan menggunakan struktur	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				teks dan unsur bahasa yang tepat sesuai konteks penggunaan; 7. Mengkomunikasikan ungkapan mengenai memberi dan meminta informasi terkait kejadian di waktu lampau dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan	
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks recount** lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount sesuai dengan konteks penggunaannya. 3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount sesuai dengan konteks penggunaannya.	**Teks Recount** **a. Fungsi sosial:** Untuk menceritakan kejadian di masa lampau **b. Struktur Teks:** Teks Recount - Pembuka - Peristiwa - Penutup **c. Unsur**	9	1. Mengamati teks recount lisan dan tulis; 2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan tentang teks recount yang terdapat dalam teks; 3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount 4. Mendiskusikan dan	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
4. 7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.1 Menyusun teks lisan dan tertulis mengenai teks recount sesuai dengan konteks penggunaannya. 4.7.2 Mengkomunikasikan secara lisan dan tulis teks recount dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan	**Kebahasaan:** - Kosakata: yang terkait dengan topik - Grammar: Simple Past Tense - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata & intonasi ketika mempresentasikan secara lisan		menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks recount 5. Mengkomunikasikan informasi dan isi dari teks recount dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan	
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks naratif** lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai	**Teks Naratif** **a. Fungsi sosial:** - Untuk menghibur - Untuk memperkenalkan nilai moral - Untuk memperkenalkan nilai budaya **b. Struktur Teks:**	9	1. Mengamati teks naratif lisan dan tulis dalam bentuk legenda rakyat sederhana; 2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan tentang teks naratif lisan dan tulis dalam bentuk legenda rakyat sederhana 3. Mengumpulkan data	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
konteks penggunaannya 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	dengan konteks penggunaannya. 3.8.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya. 4.8.1 Menyusun teks lisan dan tertulis mengenai beberapa teks naratif dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya. 4.8.2 Mengkomunikasikan	Teks Narative - Orientasi - Kompleksitas - Resolusi **c. Unsur Bahasa:** - Kosakata: yang terkait dengan topik - Grammar: ✓ Simple Past Tense ✓ Reported Speech - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata & intonasi, ketika mempresentasikan secara lisan		mengenai fungsi sosial, struktur teks dan unsur kebahasaan dalam teks naratif lisan berupa legenda rakyat sederhana; 4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif berupa legenda rakyat sederhana 5. Menceritakan kembali isi dari teks naratif dalam bentuk legenda secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan 6. Menyusun teks lisan dan tulis tentang teks naratif berupa legenda dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
	secara lisan dan tertulis beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan			penggunaan;	
3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk ***memo, menu, schedule dan signs*** dengan memberi dan meminta informasi terkait kegiatan sekolah	3.9.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa dalam teks khusus dalam bentuk *memo, menu, schedule* dan *signs* dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja	• **Teks memo** • **Teks menu** • **Teks jadwal** • **Teks Tanda/Rambu** **a. Fungsi sosial:** - Untuk memberi informasi mengenai sesuatu, menu, jadwal dan tanda/rambu di tempat umum	12	1. Mengamati teks tentang teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja 2. Menganalisis fungsi	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja. 4.9 Menyusun teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial,	sesuai dengan konteks penggunaannya. 3.9.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks khusus dalam bentuk *memo, menu, schedule* dan *signs* dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja sesuai dengan konteks penggunaannya. 4.9.1 Menyusun teks lisan dan tertulis mengenai beberapa teks teks khusus dalam bentuk memo, menu, schedule dan signs dengan	**b. Struktur Teks:** Memo: - Pembuka - Isi - Penutup **c. Unsur kebahasaan:** - Kosa kata: yang terkait dengan topik - Ex: Tanda "P" berarti anda dapat parkir di sini. - Grammar: ✓ Simple Present Tense ✓ Simple sentences - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata & intonasi ketika mempresentasikan secara lisan		sosial, struktur teks dan unsur kebahasaan tentang teks khusus dalam bentuk *memo, menu, schedule* dan *signs* dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja yang terdapat dalam teks 3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus dalam bentuk *memo, menu, schedule* dan *signs* dengan memberi dan meminta informasi terkait kegiatan sekolah atau	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja sesuai dengan konteks penggunaannya. 4.9.2 Mengkomunikasikan secara lisan dan tertulis beberapa teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan			tempat kerja 4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja 5. Menerapkan penggunaan teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja ke	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
				dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan 6. Menyusun teks lisan dan tulis tentang teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan; 7. Mengkomunikasikan ungkapan mengenai teks khusus dalam bentuk memo, menu, schedule dan	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
				signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan	
3.10 Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **perbandingan kata sifat** sesuai dengan	3.10.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam memberi dan meminta informasi terkait perbandingan kata sifat sesuai dengan konteks penggunaannya. 3.10.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari memberi dan meminta informasi terkait perbandingan	**Teks lisan dan tulis tentang perbandingan kata sifat** **a. Fungsi sosial:** Untuk membandingkan sifat tentang sesuatu atau seseorang dalam mengembangkan komunikasi interpersonal dengan yang laian **b. Struktur Teks:**	9	1. Mengamati teks lisan dan tulis tentang ungkapan meminta dan memberi informasi terkait perbandingan kata sifat tentang sesuatu atau seseorang; 2. Menganalisis struktur teks dan unsur kebahasaan tentang memberi dan meminta informasi terkait perbandingan kata sifat tentang sesuatu atau seseorang yang terdapat dalam teks;	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
bidang keahlian dan konteks penggunaannya. 4.10 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait perbandingan kata sifat dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	kata sifat sesuai dengan konteks penggunaannya. 4.10.1 Menyusun teks lisan dan tertulis mengenai beberapa memberi dan meminta informasi terkait perbandingan kata sifat sesuai dengan konteks penggunaannya. 4.10.2 Mengkomunikasikan secara lisan dan tertulis beberapa memberi dan meminta informasi terkait perbandingan kata sifat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan	- Ali is taller than his brother. - Reading books is more interesting than listening to music. **c. Unsur kebahasaan:** - Kosakata: yang terkait dengan topik - Grammar: ✓ Adjective - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan		3. Mengumpulkan data mengenai struktur teks dan unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait perbandingan kata sifat tentang sesuatu/seseorang; 4. Mendiskusikan dan menganalisis struktur teks dan unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait perbandingan kata sifat tentang sesuatu/seseorang; 5. Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait perbandingan kata sifat ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan;	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
				6. Mengkomunikasikan ungkapan mengenai memberi dan meminta informasi terkait perbandingan kata sifat tentang seseorang/seseorang dengan menggunakan struktur teks dan uns ur bahasa yang tepat sesuai konteks penggunaan	
3.11 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang **petunjuk arah**	3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi tentang petunjuk arah sesuai dengan konteks penggunaannya. 3.11.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari	**Teks lisan dan tulis tentang meminta dan memberi petunjuk arah** **a. Fungsi sosial:** Untuk meminta dan memberi petunjuk arah dalam mengembangkan komunikasi interpersonal dengan yang lain **b. Struktur Teks:** - Could you show	9	1. Mengamati teks lisan dan tulis tentang meminta dan memberi petunjuk arah; 2. Menganalisis fungsi sosial, struktur teks dan unsur bahasa tentang meminta dan memberi petunjuk arah yang terdapat dalam teks; 3. Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks	a. Pengetahuan: Tertulis b. Keterampilan: - Unjuk Kerja - Portofolio

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1	2	3	4	5	6
(direction) sesuai dengan konteks penggunaannya di dunia kerja. 4.11 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi tentang **petunjuk arah (direction)** dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan	berbagai ungkapan mengenai memberi dan meminta informasi tentang petunjuk arah sesuai dengan konteks penggunaannya. 4.11.1 Menyusun teks lisan dan tertulis mengenai memberi dan meminta informasi tentang petunjuk arah sesuai dengan konteks penggunaannya. 4.11.2 Mengkomunikasikan secara lisan dan tertulis mengenai memberi dan meminta informasi tentang petunjuk arah dengan menggunakan struktur teks dan	me where the nearest bank is? - Just go down the street and turn left **c. Unsur kebahasaan:** - Kosakata: yang terkait dengan topik - Grammar: ✓ Preposition of place ✓ Modal - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan		meminta dan memberi petunjuk arah; 4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks meminta dan memberi petunjuk arah; 5. Menerapkan struktur teks, dan unsur kebahasaan dari teks meminta dan memberi petunjuk arah ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; 6. Menyusun teks lisan dan tulis tentang ungkapan mengenai meminta dan memberi petunjuk arah dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan; 7. Mengkomunikasikan	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
yang benar dan sesuai konteks di dunia kerja.	unsur kebahasaan yang tepat sesuai dengan konteks penggunaan			teks meminta dan memberi petunjuk arah secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan	
3.12 Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait **kegiatan/tugas-tugas rutin sederhana (simple routine tasks)** sesuai dengan konteks	3.12.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaannya. 3.12.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan mengenai	**Teks lisan dan tulis tentang kegiatan/tugas-tugas rutin sederhana** **a. Fungsi sosial:** Untuk meminta dan memberi informasi tentang kegiatan/tugas-tugas rutin sederhana dalam mengembangkan komunikasi interpersonal dengan yang laian **b. Struktur Teks:** - Sheila writes	9	1. Mengamati teks lisan dan tulis tentang kegiatan/tugas-tugas rutin sederhana; 2. Menganalisis fungsi sosial, struktur teks dan unsur bahasa tentang kegiatan/tugas-tugas rutin sederhana yang terdapat dalam teks; 3. Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks kegiatan/tugas-tugas rutin sederhana; 4. Mendiskusikan dan menganalisis fungsi	1. Pengetahuan: Tertulis 2. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
penggunaan di dunia kerja. 4.12 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait **kegiatan/tugas-tugas rutin sederhana (simple routine tasks)** dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan	memberi dan meminta informasi tentang kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaannya. 4.12.1 Menyusun teks lisan dan tertulis mengenai kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaannya. 4.12.2 Mengkomunikasikan secara lisan dan tertulis memberi dan meminta informasi tentang kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan	letters every day. **c. Unsur kebahasaan:** - Kosakata: yang terkait dengan topik - Grammar: ✓ Simple Present Tense ✓ Adverb of time ✓ Adverb of frequency - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan		sosial, struktur teks, dan unsur kebahasaan dari kegiatan/tugas-tugas rutin sederhana; 5. Menerapkan struktur teks, dan unsur kebahasaan dari teks kegiatan/tugas-tugas rutin sederhana ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; 6. Menyusun teks lisan dan tulis tentang ungkapan mengenai teks kegiatan/tugas-tugas rutin sederhana dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan; 7. Mengkomunikasikan teks kegiatan/tugas-tugas rutin sederhana secara lisan dan tulis dengan menggunakan	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
yang benar dan sesuai konteks dunia kerja.	menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan			struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan	
3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **saran dan tawaran**, sesuai dengan konteks penggunaannya.	3.13.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya. 3.13.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan mengenai memberi dan meminta informasi tentang saran dan tawaran sesuai dengan konteks	**Teks tulis dan lisan tentang memberi dan meminta saran dan tawaran** **a. Fungsi Sosial** Untuk memberi dan meinta saran dan tawaran untuk menjaga hubungan interpersonal dengan guru, teman, dan orang lain **b. Struktur teks** -Ungkapan Pembuka -Pertukaran informasi : ✓ Why don't you… ✓ What about …? ✓ You should …	6	1. Mengamati teks lisan dan tulis tentang meminta dan memberi saran dan tawaran; 2. Menganalisis fungsi sosial, struktur teks dan unsur bahasa tentang meminta dan memberi saran dan tawaran yang terdapat dalam teks; 3. Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks meminta dan memberi saran dan tawaran; 4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari	1. Pengetahuan: Tertulis 2. Keterampilan: - Unjuk Kerja - Portofolio

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
4.13 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait **saran dan tawaran**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	penggunaannya. 4.13.1 Menyusun teks lisan dan tertulis mengenai saran dan tawaran sesuai dengan konteks penggunaannya. 4.32.2 Mengkomunikasikan secara lisan dan tertulis memberi dan meminta informasi tentang saran dan tawaran dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan	✓ You can …. ✓ Do you need ….? -Ungkapan Penutup **c. Unsur kebahasaan** - Kosakata yang terkait dengan topik - Grammar ✓ Modal ✓ Simple Present Tense - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan		berbagai teks meminta dan memberi saran dan tawaran; 5. Menerapkan struktur teks, dan unsur kebahasaan dari teks meminta dan memberi saran dan tawaran ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; 6. Menyusun teks lisan dan tulis tentang ungkapan mengenai teks meminta dan memberi saran dan tawaran dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan; 7. Mengkomunikasikan teks meminta dan memberi saran dan tawaran secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa	

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Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian
1	2	3	4	5	6
				yang tepat sesuai konteks penggunaan	

Mengetahui,

Kepala SMA MIN QU Gumukmas

Muarif Masruhin, S.Pd.

Jember, 6 Juni 2022

Penyusun

Siti Nur Laila, S.Pd,

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JOURNAL OF RESEARCH

Researcher : Salsabila Umi Nur Fajria

NIM : T20186096

Research Title : The Implementation of Jigsaw Strategy in Teaching reading for the Students of SMA Minqothrotul Ulum Jember.

Research Setting : SMA MINQU Gumukmas, Jember

Time	Research Subject	Activity
July 28th, 2022	Head master of SMA MINQU Gumukmas, Jember	Asking permission to conduct the research in SMA MINQU Gumukmas.
August 1st, 2022	English Teacher	Observation teaching reading
August 2nd, 2022	Teacher	Interview with waka kurikulum
August 8th, 2022	English Teacher	Observation teaching reading
August 9th, 2022	English Teacher	Interview with English teacher
August 10th, 2022	Student of tenth grade	Interview with student
August 11th, 2022	Students of tenth grade	Observation 2 teaching reading
August 29th, 2022	Students of tenth grade	Interview with student
Sept 7th, 2022	Head master and principles of MTs Negeri 5 Jember	Asking permission to accomplish the research MTs Negeri 5 Jember

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RESEARCH INSTRUMENTS

1. What is the procedure for implementing the jigsaw strategy?
2. How do students respond in the teaching and learning process when using the jigsaw strategy?
3. Is there an increase in student performance when you apply the jigsaw strategy in teaching reading?
4. What are the advantages of implementing a jigsaw strategy?
5. What are the difficulties encountered in implementing the jigsaw strategy?
6. Do you think the jigsaw strategy is suitable for teaching reading? Why?
7. What materials do you use in implementing the jigsaw strategy?
8. What is the purpose of applying the jigsaw strategy in teaching reading?
9. How can you overcome a student's weakness in reading?
10. How is the evaluation in implementing the jigsaw strategy?
11. Do you think the jigsaw strategy is suitable for tenth grade of SMA Minqothrotul Ulum Students in Jember? Why?

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Appendix 9

DOCUMENTATION

Interview with English teacher

Interview with students of SMA Minqothrotul Ulum Jember.

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CURRICULUM VITAE

Name	: Salsabila Umi Nur Fajria
NIM	: T20186096
Place/Date of Birth	: Jember, April 30th, 2000
Address	: Jatiagung – Gumukmas - Jember
Faculty	: Tarbiyah and Teacher Training
Program	: English Department (Tadris Bahasa Inggris)
Email	: Salsabilafajria30@gmail.com

Educational Background

a. TK SITI KHODIJAH (2006)

b. MI AL-ISLAH (2012)

c. MTS MA'ARIF NU KENCONG (2015)

d. MAN 2 PASURUAN (2018)

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