



**THE EFFECT OF JIGSAW TECHNIQUE ON READING
RECOUNT TEXT MASTERY AT THE ELEVENTH
GRADE STUDENTS OF MADRASYAH
ALIYAH SWASTA AL-ANSOR
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute For Islamic Studies (IAIN)
Padangsidimpuan as a partial fulfillment of the requirement for the
Graduate Degree of Education (S.Pd) in English Program*

Written by:

NADIA INDAH BUNGA LUBIS
Reg Number. 16 203 00112

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022



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2022

LETTER OF AGREEMENT

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To: **Dean**
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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nadia Indah Bunga Lubis**, entitled "**The Effect of Jigsaw Technique on Reading Recount Text Mastery at the Eleventh Grade Students of Madrasah Aliyah Swasta Al-Ansor Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikum wr.wb.

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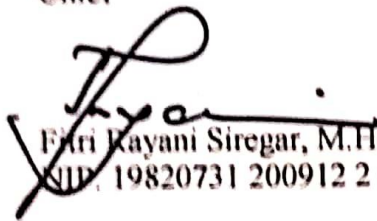


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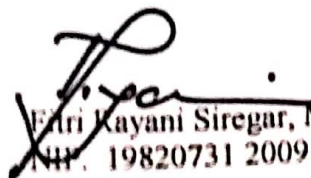
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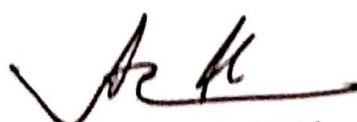
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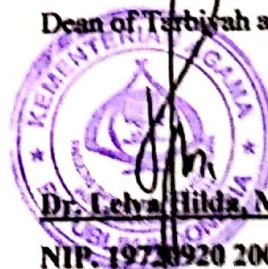
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ABSTRACT

This research focused on using of Jigsaw Technique on Reading Recount Text at the XI Grade Students of Madrasah Aliyah Al-Ansor Padangsidempuan. The problem of this research are students reading achievement is low, The students lack of vocabulary and students are bored in learning reading recount text. The purpose of this research is to know whether there is the Effect of Jigsaw Technique on Reading Recount Text at the XI Grade Students of Madrasah Aliyah Al-Ansor Padangsidempuan.

This research has three formulation of the problem, they are how is the students reading mastery in recount text before using jigsaw technique, how is the students reading mastery in recount text after using jigsaw technique, and is there any significant effect of using jigsaw technique. The purpose of this research are to find out the students reading mastery in recount text before using jigsaw technique, to find out the students reading mastery in recount text after using jigsaw technique, and to examine whether there is effect of jigsaw technique to students reading recount text is significant or not.

The method that is used in this research was experimental research. Two classes were as the sample. They were XI-B PUTRI as experimental class that consisted of 27 students and XI-C PUTRI as control class that consisted of 27 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that the mean score of experimental class after using Jigsaw Technique was higher than control class ($63 > 41$) and the mean score of experimental class before using jigsaw technique was lower than control class ($40 < 44$), and the score of t_{count} was bigger than t_{table} ($0.173 > 0.156$), it meant that H_a was accepted. It was concluded that there was significant effect of using Jigsaw Technique on Reading Recount Text at the XI Grade Students of Madrasah Aliyah Al-Ansor Padangsidempuan.

Key Words : *Jigsaw Technique, Reading Recount Text.*

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Judul Skripsi : Pengaruh dari Teknik Jigsaw dalam Pemahaman Membaca Recount Text pada Siswa Kelas 11 di Madrasah Aliyah Al-Ansor Padangsidempuan

ABSTRAK

Penelitian ini difokuskan pada penggunaan *Jigsaw Technique (JT)* terhadap *Reading Recount Text at the XI Grade Students of Madrasah Aliyah Al-Ansor Padangsidempuan*. Masalah siswa dalam membaca bahasa Inggris disini adalah: Prestasi membaca siswa rendah, para siswa memiliki kosakata yang buruk dan siswa bosan belajar recount text . Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh teknik *JT* terhadap penguasaan membaca bahasa Inggris dalam membaca teks recount pada siswa kelas XI Madrasah Aliyah Al-Ansor Padangsidempuan.

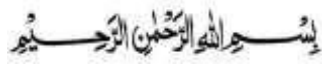
Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana kemampuan siswa dalam membaca teks recount sebelum menggunakan *JT*, bagaimana kemampuan siswa membaca teks recount setelah menggunakan *JT*, dan adakah pengaruh yang signifikan dari penggunaan *JT*. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam membaca teks recount setelah menggunakan *JT*, dan untuk menguji apakah ada atau tidak ada pengaruh yang signifikan dari penggunaan *JT*.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental. Dua kelas sebagai sampel. kelas XI-B PUTRI sebagai kelas eksperimen yang terdiri dari 27 siswa dan kelas XI-C PUTRI sebagai kelas kontrol yang terdiri dari 27 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Setelah menganalisis data, peneliti menemukan bahwa rata-rata nilai kelas eksperimen setelah menggunakan teknik *JT* lebih tinggi daripada kelas kontrol. ($63 > 41$) dan rata-rata nilai kelas eksperimen sebelum menggunakan *JT* lebih rendah daripada kelas control ($41 < 44$), dan skor t_{count} lebih besar dari t_{table} ($0.173 > 1.156$). Artinya H_a diterima. dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan *JT* pada siswa kelas XI Madrasah Aliyah Al-Ansor Padangsidempuan

Kata Kunci : *Teknik Jigsaw, Membaca Teks Recount.*

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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expected from all the readers of this thesis.

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Padangsidempuan, November 2021
Researcher

NADIA INDAH BUNGA
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TABLE OF CONTENTS

TITLE PAGE	
LEGALIZATION OF ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMY CIVITY	
SCHOOLAR MUNAQOSHYAH EXAMINATION	
LAGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING	
FACULTY	
ABSTRACT	i
ABSTRACT	ii
ACKNOWLEDGMENT	iii
TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDIX	x
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem	4
D. Formulation of the Problem	5
E. Purposes of the Researc	5
F. Significances of the Research	6
G. Outline of the Thesis	6
CHAPTER II LITERATURE REVIEW	
A. Theoretical Description.....	8
1. Reading Recount Text.....	8
a. Definition of Reading Recount Text	8
b. Purpose of Reading Recount Text.....	9
c. Component of Reading Recount Text	10
d. Process of Reading Recount Text	13
e. The Material of Reading Recount Text	15
2. Jigsaw Technique	16
a. Definition of Jigsaw Technique	16

b. Purpose of Jigsaw Technique	18
c. The Procedure of Jigsaw Technique.....	18
d. Advantages Jigsaw Technique.....	20
e. Disadvantages of Jigsaw Technique	21
f. Teaching Reading Recount Text By Using Jigsaw Technique	21
g. Teachers' Technique.....	26
B. Review of Related Findings.....	26
C. Conceptual Framework.....	29
D. Hypothesis	31

CHAPTER III RESEARCH METHODOLOGY

A. Place and Time of the Research.....	33
B. Research Method	33
C. Population and Sample	34
D. Definition of Operational Variables	34
E. Instrument of research	36
F. Technique of Collecting Data	38
G. Technique of Analyzing Data.....	39

CHAPTER IV RESULT OF RESEARCH

A. Data Description	41
B. Testing of Hypothesis	50
C. Discussion.....	51
D. Limitation of Research.....	53

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	54
B. Suggestion.....	54

REFERENCES APPENDIXES

LIST OF TABLE

Table 1	Teaching Reading Recount Text By Using Jigsaw Technique	24
Table 2	Pretest-Posttest Control Group Design.....	33
Table 3	the Population of the XI Grade Students	34
Table 4	The Sample of Students.....	34
Table 5	The Indicators of Reading Recount Text (Pre-Test)	35
Table 6	The Indicators of Reading Recount Text (Post-Test)	36
Table 7	The Score of Experimental Class in Pre-Test.....	41
Table 8	Frequency Distribution of Experimental Class in Pre- test.....	46
Table 9	The Score of Control Class in Pre-Test	48
Table 10	Frequency Distribution of Control Class in Pre-test.....	48
Table 11	The Score of Experimental Class in Post-Test	5
Table 12	Frequency Distribution of Experimental Class in Post-test	50
Table 13	The Score of Control Class in Post-Test.....	52
Table 14	Frequency Distribution of Control Class in Post-Test.....	52
Table 15	Result of T-test from the both average	62

LIST OF FIGURES

Figure 1	Conceptual Framework.....	30
Figure 2	Histogram Result Score of Experimental Class in Pre-test	43
Figure 3	Histogram Result Score of Control Class in Pre-test.....	46
Figure 4	Histogram Result Score of Experimental Class in Post-test.....	48
Figure 5	Histogram Result Score of Control Class in Post-test.....	50

LIST OF APPENDIXES

Appendix 1	Lesson Plan of Experimental Class
Appendix 2	Lesson Plan of Control Class
Appendix 3	Instrument of Test for Pre-Test and Post-Test before Validity
Appendix 4	Instrument of Test for Pre-Test and Post Test after Validity
Appendix 5	Key Answer Pre-Test and Post-Test before Validity
Appendix 6	Key Answer Pre-Test and Post-Test after Validity
Appendix 7	Calculation of Pre-Test
Appendix 8	Validity for Pre-Test
Appendix 9	Table Validity of Pre-Test
Appendix 10	Calculation of Post-Test
Appendix 11	Validity for Post-Test
Appendix 12	Table Validity of Post-Test
Appendix 13	Score of Experimental Class and Control Class in Pre-Test
Appendix 14	Score of Experimental Class and Control Class in Post-Test
Appendix 15	Result of Normality Experimental Class and Control Class inPre-Test
Appendix 16	Homogeneity Test of Pre-Test
Appendix 17	Result of Normality Experimental Class and Control Class inPost-Test
Appendix 18	Homogeneity Test of Post-Test
Appendix 19	Table Chi-Square
Appendix 20	Table Z-Score
Appendix 21	Percentage of the t Distribution
Appendix 22	Research Documentation

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is to get general or detail information from the text. The students have to comprehend the text in order to understand the information effectively. Reading is one of four language skills should be mastered by students. Learning reading is as important as the other three skills (listening, speaking, and writing). Reading is the important subject to be taught in the school. In reading learning process, student must understand what the content of text to get information from it.

There are many types or genres of text namely, recount, narrative, procedure, report, descriptive, spoof, ect. Based on syllabus of curriculum in senior high school, one of genres that should be mastered by students in the process of learning English is recount text.

As one of the reading text types, recount text is a part of recent target in teaching English for the eleventh grade students and it always appears in National Examination. The students at the eleventh grade should be mastered recount text. Recount text is a text that telling the reader about one story, activity or the past experience of the writer. The social function of recount text is to retell past events or experiences for the purpose of informing or entertaining the reader.

The government has done some efforts to increase the quality of education, such as curriculum development, textbook selection, and teacher

quality improvement. The school also has done some efforts to increase education, such as prepare school facilities and make some rules for practicing discipline. The teacher is an important to increasing the quality of education, in addition to teach, the teacher also as a motivator for students. From the explanation, all of these aims to increase the quality of education, including to increase students ability, especially in reading recount text.

Based on the observation conducted in Madrasah Aliyah Swasta Al-Ansor Padangsidempuan, this research found that most students in Madrasah Aliyah Swasta Al-Ansor Padangsidempuan got difficulty in comprehending reading recount text. "They are lack of vocabularies. Some students are bored in learning reading recount text. They do not pay attention to the teachers' explanation. When they read some texts, they spend the time in translating the words."¹ Those problems above made the students in Madrasah Aliyah Swasta Al-Ansor Padangsidempuan cannot comprehend the reading recount text maximally, so the English teaching and learning reading recount text process can not be optimum.

Travers in Anisa thesis said that achievement is the result of what in an individual has learned from some educational experience. There are several factors that can cause the reading recount text such as, difficult text, disinterest, motivation, personality, learning style, parent, and technique."²

¹ English Teacher, "Private Interview" Pesantren Al-Ansor Padangsidempuan.

² Anisa Nugrahaini, "The Power of Two Strategy and The Mastery of Recount Text" (State Institute for Islamic Studies of Salatiga, 2016), 2, http://e-repository.perpus.iainsalatiga.ac.id/1194/1/SKRIPSI_ANISA.pdf.

There are many kinds of technique in teaching reading such as, Flipped Classroom, Design Thinking, Self Learning, Gamification and Jigsaw. Based on Maden, Jigsaw can enhance cooperative learning by making each student responsible for teaching some of the materials to the group. “Jigsaw strategy itself is as a cooperative learning method that has a specialty used for teaching various language skills for example writing, reading, listening, and speaking.”³ By using this technique, students are obligated to master the text, as they are given chances to comprehend the reading very well.

Jigsaw is similar with group to group exchange with an important difference: every student tends to teach.”⁴ Jigsaw is groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members.

Jigsaw technique is beneficial in teaching because learning revolves around interaction with peers, students are active participants in the learning process and thereby help to build inter-personal and interactive skills among students”.⁵ It helps develop teamwork and cooperative learning skills within all students and the students learn all of the material on their own. The use of this technique also makes teachers find it easy to learn, enjoy working with it.

³ Teika Ameiratrini and Sman Abung, “The Use of Jigsaw Strategy in Improving Students’ Achievement in Reading Comprehension at the First Grade of SMAN 1 Abung Selatan” (Universitas of Lampung, 2017), 5, <https://media.neliti.com/media/publications/192456-EN-improving-students-achievement-in-readin.pdf>.

⁴ Iranita Sitohang and Pupung Purnawarman, “The Effectiveness of Jigsaw Strategy To Improve Students’ Skill in Writing a Recount Text,” *English Review: Journal of English Education* 3, no. 2 (2015): 2, <http://journal.uniku.ac.id/index.php/ERJEE>.

⁵ Francis Hull Adams, “Using Jigsaw Technique As An Effective Way of Promoting Co-Operative Learning Among Primary Six Pupils In Fijai,” *International Journal of Education and Practice* 1, no. 6 (2013):p. 65, [http://www.aessweb.com/pdf-files/ijep 1\(6\), 64-74.pdf](http://www.aessweb.com/pdf-files/ijep 1(6), 64-74.pdf).

Based on the statement above, this research is interested to research in Madrasah Aliyah Swasta Al-Ansor Padangsidempuan. This research wants to know whether Jigsaw technique will give significant effect to students' reading recount text or not, in carry out a research entitle: "The Effect of Jigsaw Technique on Reading Recount Text Mastery at the Eleventh Grade Students of Madrasah Aliyah Swasta Al-Ansor Padangsidempuan".

B. Identification of the Problem

Recount text is the text tells something that has already happened, such as past experience or events in the chronological order. In the other word, recount text is a genre which is required by the curriculum to be achieves by the students Senior High School.

There are several factors that can cause the reading recount text such as, difficult text, disinterest, motivation, personality, learning style, parent, and technique. So in this research, the researcher interested in introduce Jigsaw technique to teach recount text.

C. The Limitation of the Problem

There are several factors that can cause the reading recount text such as, difficult text, disinterest, motivation, personality, learning style, parent, and technique.

In this research did not discuss all the factor of reading achievement, this research only focuses on one of the factors, it is Jigsaw technique to teach recount text.

This research focus on using Jigsaw technique on reading recount text because some factors. First, Jigsaw technique can make student more active in process reading recount text. Second, Jigsaw technique one of the technique that can make students learn the material recount text on their own.

D. Formulation of the Problem

Based on the limitation of the problem above, finally is formulated as follows:

1. How is the students' reading ability in recount text before learning using Jigsaw technique at the eleventh grade students of Madrasah Aliyah Swasta Al-Ansor Padangsidempuan ?
2. How is the students' reading ability in recount text after learning using Jigsaw technique at the eleventh grade students of Madrasah Aliyah Swasta Al-Ansor Padangsidempuan?
3. Is there any significant effect of using Jigsaw technique to students' reading recount text at the eleventh grade students of Madrasah Aliyah Swasta Al-Ansor Padangsidempuan ?

E. The Purpose of the Research

From the formulation above, the purpose of this research are :

1. To find out students' recount text before learning using jigsaw technique at the eleventh grade students of Madrasah Aliyah Swasta Al-Ansor Padangsidempuan ?

2. To find out students' recount text after learning using jigsaw technique at the eleventh grade students of Madrasah Aliyah Swasta Al-Ansor Padangsidempuan ?
3. To examine the significant effect of using Jigsaw technique to student at Madrasah Aliyah Swasta Al-Ansor Padangsidempuan.

F. Significance of The Study

Significance of the Study This study is expected to give some information for:

1. Teachers

This study as the information to know the Jigsaw technique in order to make the teaching and learning activities better and more effective in teaching reading recount text.

2. Headmaster

This study as the information and knowledge about the effect of jigsaw technique on teaching reading recount text.

3. Other Researcher

It is useful as source of the information for further related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English proficiency.

G. Outline of the Thesis

The systematic of this research is divided into five chapter. Each chapter consist of many sub chapters are follow: Chapter one, consisted of introduction, they are: the background of the problem, the identification of the problem, the

limitation of the problem, the formulation of the problem, the purpose of the research, the significances of the research, the definitions of operational variables, and the outline of thesis.

Chapter two consists of the description of reading recount text, Jigsaw technique, the related findings, the conceptual framework, and the hypothesis.

Chapter three consists of methodology of the research which is divided into sub chapter; the place and time of the research, the research methodology, the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

Chapter four consists of data description, hypothesis testing, discussion and the treats of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Reading Recount Text

a. Definition of Reading Recount Text

There are many definitions of reading, which have been stated by many experts in this field. The definition and meaning of reading itself depend on the purpose of the reader, the text and textual content, the attitude of the readers toward the text, the reading materials, and the experience of the reader.

Reading is one of four language skills, and is an active process of seeking information in which readers relate information in the text to what they already know. In addition, “reading is the process of looking at a series of written symbols and getting meaning from them. Reading is an exercise dominated by the eyes and the brain”.⁶ When reading, readers use their eyes to receive written symbols (letters, punctuation marks and spaces), and they use their brain to encode or convert them into words, sentences and paragraphs.

Recount text is a genre which is required by the curriculum to be achieves by the students in Junior and Senior High School. “Recount text is a text that tells about past events or experience by retelling the event in

⁶ Neneng Hoerunnisa and Didi Suherdi, “The Effectiveness of Jigsaw II Model in Improving Students’ Understanding of Citizenship Education,” *English and Education* 5, no. 1 (2017): 2, <https://doi.org/10.2991/seadric-17.2017.50>.

chronological order”.⁷ In recount text, there are three generic structures first are orientation second is record of events (done in temporal sequence) and the last one is re-orientation.

Recount text according Wardiman states that, “Recount is used to tell past events, such as holiday experiences, accidents, activity report”.⁸ “Recount text is kinds of genre that has social function to retell the events for purpose of informing or entertaining”.⁹ It means that different with other genres, the recount text is a kind of text that explains based on real event and real situation happen on the past.

From the statement above, it can be concluded that reading recount text is to get information from the text that telling about experience, event in the past time and uses simple past tense.

b. Purpose of Recount Text

The purpose of recount text is to inform or entertain the reader.

According to Ajizah.

The other purpose of recount text is to tell or amuse the reader or audience. Recount text is not only retelling the past activities that happened, but also to inform the reader about some information that happened. Besides, the purpose of recount text is also to entertain means that the recount that expected amuses the reader about the text that has written.¹⁰

⁷ Febrina Nusri and Dian Noviani Syafar, “Students’ Reading Ability in Recount Text At Smp N 4 Batang Anai,” *Tell-Us Journal* 3, no. 2 (2017): 84, <https://doi.org/10.22202/tus.2017.v3i2.2623>.

⁸ Nusri and Syafar, p. 84.

⁹ Fatimatuz Zahrotun Nisa’, “Improving Students’ Writing Ability in Recount Text by Using Cooperative Integrated Reading and Composition” (2015).

¹⁰ Nurul Azijah, “The Effectiveness of Jigsaw Toward Students’ Reading of Recount Text” (“Syarif Hidayatullah” State Islamic University Jakarta, 2015), 8, http://repository.uinjkt.ac.id/dspace/bitstream/123456789/36144/2/ASTETI_HILDA-FITK.

Utami Widiyati also supported that “the social function of recount text is telling the past events for informing and entertaining”.¹¹ It means the purpose of reading recount text is either to inform or to entertain the readers.

Based on the above statement, recount text is one of the genre of text which the function is to retell the events or experience that happen in the past time to give information and to entertain the reader.

c. Component of Reading Recount Text

In making recount text, there are component of recount text. They are social function of recount text, generic structure of recount text, and grammatical features of recount text.

1) Social Function of Recount Text

The social function of recount text is to tell or amuse the reader or audience. Artono Wadirman stated “that the social function of recount text is to describe what and when event happened and to tell past events for informing and entertaining”.¹² From definition above the social function of recount text is to tell the writer’s past experience.

2) Generic Structure of Recount Text

Even though there are several kinds of recount text, basically they have the same characteristic in the schematic structures. “A recount

¹¹ Utami Widiyawati in Azijah, 9.

¹² Artono Wardiman in Azijah, 8.

text consist of three part, those are orientation, events, and reorientation”.¹³ Those will be described as follow:

a) Orientation

Orientation is “introducing the participants who involved in the story, the place where the story happened and when the story happened”.¹⁴ It orients the readers to the events that follow which introduce character in a setting of time or place. “Since orientation is the first part of a recount text, therefore it must be interesting in order to attract readers’ attention”.¹⁵ The orientation part include information about who, what, when, and where.

b) Events

Event is “the main important activities or events that occurred in that story of text. The function of events is to give a sequences of events. It presents the events chronologically”.¹⁶ The event is presented in the order they really happened.

c) Reorientation

Reorientation is optional. It returns the reader to the point of departure and sometimes the writer also give comments on the whole sequences of events describe. “Some recounts have an

¹³ Nurhayati, “Improving Students’ Achievement in Writing Recount Text Through Jumbled Sentences Technique for Eighth Grade Students of SMP Muhammadiyah 01 Medan” (2017), 25, <http://repository.uinsu.ac.id/2674/>.

¹⁴ Nurhayati, 25.

¹⁵ Asteti Hilda, “The Effectiveness of Jigsaw Technique In Faculty of Educational Sciences” (“Syarif Hidayatullah” State Islamic University Jakarta, 2017), 10, http://repository.uinjkt.ac.id/dspace/bitstream/123456789/36128/1/ASTETI_HILDA-FITK.

¹⁶ Hilda, 10.

evaluative comments or a conclusion which may constitute the writer's comment on events describe previously, but this is just optional".¹⁷ The conclusion is written in the last paragraph, and because this part is optional, some recounts may not have this conclusion paragraph "It contains closure that can be author's comment or personal attitude that happens in the vacation".¹⁸ The recount ends with a reorientation which states personal comments about the events.

Based on the above explanations, recount text tells the reader what happened in the past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the events are described some short of order time. The last, reorientation which is at the end of text contains about summarizes or conclusion the event.

3) Grammatical Feature

In making recount text, the writer must know the language features of recount text well. There are some language features of recount text. They are.

- a) The use of nouns and pronouns. (e.g: Nadia, we her).
- b) The use of action verb. (e.g: went, run, played).
- c) The use of past tense. (e.g: we went for a trip to zoo).
- d) The use of time conjunction. (e.g: that, first, next, then).
- e) The use of adverb of phrase. (e.g: in my house, two days ago, slowly).

¹⁷ Hilda, p. 10.

¹⁸ By Imam, Surya Nugraha, and Marzuki Noor, "An Analysis Of The Tenth Grade Student 's Writng Ability In Recount Text Of SMA MUHAMMADIYAH 1 METRO ODD Semester Academic Year 2011 / 2012" 1, no. 2 (2012): p. 200, <http://ojs.fkip.ummetro.ac.id/index.php/english/article/view/1122/797>.

f) Use adjective. (e.g: beautiful, slow).¹⁹

Based on above statement, there are some language features that must be understood before writing recount text. Such as, using noun and pronouns, these point is defenetly important, because as a performer. Then, using action verb, conjunction, adverb of phrase, and the important one is using simple past tense, this point is the most dominant used, because recount text is telling about past event.

d. Process of Reading Recount Text

In process of reading recount text, there is reading activity. In reading activity there are pre-reading, while-reading and post-reading.

1) Reading Activity

Reading activities that are meant to increase communicative competence should be success and build students confidence in their reading ability. According to Fauziati in Annisa Nugrahaini's journal, "reading activities are divided into three"²⁰, there are:

a) Pre – reading

Pre-reading activities are used to prepare the students for reading. According to Annisa Nugrahaini's journal state that.

The activities during pre-reading may serve as preparation in several ways. Pre-reading activities give students the background knowledge necessary for comprehension of the text or

¹⁹ Vita Ningrum, Ferry Rita, and Hastini, "Improving Writing Skill in Writing Recount Text Through Diary Writing," *E-Journal of English Language Teaching Society (ELTS)* 1, no. 1 (2013): 1–13, <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/1683>.

²⁰ Nugrahaini, "The Power of Two Strategy and The Mastery of Recount Text," 17.

activate the writing knowledge that the students process to comprehend the process. Pre-reading are most important at lower level of language proficiency and at earlier stages of reading instruction.²¹

As the students become more proficient at using reading strategies, we will be able to reduce the amount of guided pre-reading and allow the students to do the activities themselves.

b) While- reading

According to Annisa Nugrahaini's journal state that.

While- reading is used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin to organize ideas within the structure of the text as students are reading. In while-reading activities, the students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.²²

For example, when reading for specific information, the students need to ask themselves about the information that want to know when he/she read the text.

c) Post- reading

Post-reading is "used to reconstruct important ideas, organize those ideas, and evaluate".²³ Those ideas after reading a chapter or article.

Based on explanation above, this research concluded there are some procedures in jigsaw technique. First, pre-reading is a

²¹ Nugrahaini, 17.

²² Nugrahaini, 18.

²³ Nugrahaini, 18.

preparation. Second, while-reading get the idea from the text. The last, post-reading is to evaluate.

e. The Example of Recount Text

In the text book of senior high school, there are some example of recount text. So, the following is one of example of recount text on text book.

FIFA Word Cup

Orientation :

FIFA Word Cup is the biggest football competition in the word. It is usually participated by the countries with excellent football records. They have to pass the qualification rounds and become the representations of their regions.

Event 1 :

The first World Cup was held in Uruguay in 1930, and thirteen countries were participated at the time, the host won the competition after they beat Argentina in the final round. Both in 1934 and 1938, World Cup was won by Italy. During World War II, this competition was postponed due the safety of the players but then it continued in 1950 in Brazil where thirteen countries were participated.

Event 2 :

From 60s to the 90s, the competition were held in either Europe or America. South Korea and Japan, who became the hosts for FIFA World Cup 2002, were the first countries in Asia which held this competition. The next FIFA World Cup was held in Germany, and Italy won this event.

Reorientation :

In 2010, South Africa hosted this event and marked the country as the first African country that held this event and showed the world that they could handle such a huge event.²⁴

²⁴ Riska Nurdiana, *Bahasa Inggris* (Klaten: CV Aviva, 2019), 70.

There are some exercise from the text above:

Answer the following questions based on the text above !

1. What is the text about ?
2. Where is the first FIFA World Cup held ?
3. Who was the first winner of the first FIFA World Cup?
4. What countries that became the hosts for the FIFA World Cup 2002?
5. Has Brazil ever been selected to host the FIFA World Cup?
6. When was the first time FIFA World Cup held outside Europe or America ?
7. How many countries that were participated in FIFA World Cup 1950 ?
8. Where was the FIFA World Cup 2010 held ?²⁵

2. Jigsaw Technique

a. Definition of Jigsaw Technique

Jigsaw is a “cooperative learning strategy that the students will be studying with a small group of their classmates”²⁶. Cooperative learning is unique models of teaching, because it uses a different task and reward structure to promote students learning. The task structure requires students to work together in small groups.

Jigsaw is “similar with group to group exchange with an important difference: every student tends to teach.”²⁷ Jigsaw is groups with five students are set up. “Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning, students across the class working on the same sub-section

²⁵ Nurdiana, 71.

²⁶ Budi Darmawan, “The Effect of Using Jigsaw Towards Reading Comprehension of the Second Year Students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency” (Sultan Syarif Kasim Riau, 2013), 20, <http://repository.uin-suska.ac.id/9733/>.

²⁷ Sitohang and Purnawarman, “The Effectiveness of Jigsaw Strategy To Improve Students’ Skill in Writing a Recount Text,” 2.

get together to decide what is the important and how to teach it”.²⁸ After practice in these “expert” groups the original groups’ reform and students teach each other.

Jigsaw, “one of the techniques which is used in the implementation of cooperative learning, brings the cooperation to the forefront by providing support to students’ working together and removing competition in the classroom”.²⁹ Jigsaw is a “commonly used structure that emphasized resource interdependence primarily within a group but across groups as well. Jigsaw technique is the reconstituted work group in the classroom, is interdependence.”³⁰ This depends upon one another to achieve tasks that operate cross-role teams.

Jigsaw technique is “beneficial in teaching because learning revolves around interaction with peers, students are active participants in the learning process and thereby help to build inter-personal and interactive skills among students.”³¹ The use of this technique also makes teachers find it easy to learn, enjoy working with it, it can be used in conjunction with other teaching strategies and it can be effective even if it is used for just an hour per day.

²⁸ Hoerunnisa and Suherdi, “The Effectiveness of Jigsaw II Model in Improving Students’ Understanding of Citizenship Education,” 4.

²⁹ Ataman Karacop, “The Effects of Using Jigsaw Method Based on Cooperative Learning Model in the Undergraduate Science Laboratory Practices,” *Universal Journal of Educational Research* 5, no. 3 (2017): 421, <https://doi.org/10.13189/ujer.2017.050314>.

³⁰ Endang Larasati, “The Effect of Using Jigsaw Technique on Students’ Reading Comprehension Achievement” (Syarif Hidayatullah State Islamic University Jakarta, 2009), <https://ejournal.upi.edu/index.php/L-E/article/viewFile/9895/6308>.

³¹ Francis Hull Adams, “Using Jigsaw Technique As An Effective Way of Promoting Co-Operative Learning Among Primary Six Pupils In Fijai,” *International Journal of Education and Practice* 1, no. 6 (2013):p. 65, [http://www.aessweb.com/pdf-files/ijep 1\(6\), 64-74.pdf](http://www.aessweb.com/pdf-files/ijep 1(6), 64-74.pdf).

In the Jigsaw technique, “as the only way for a student to learn the other parts of the content that are not under his/her responsibility is to carefully listen to his/her teammates”.³² These practices encourage learners to support and care about the work of others.

Based on the definition above, this research concluded Jigsaw technique is a technique making student dependent on each other. In this technique, each student is responsible for learning a part of material.

b. Purpose of Jigsaw Technique

The purposes of jigsaw are “to develop teamwork, to help the students develop a depth of knowledge which is not possible if students to try and learn all of the material on their own”.³³ It means that by using jigsaw technique students gets a deep knowledge through group of learning material.

c. The Procedure of Jigsaw Technique

Every technique has procedure in use, include jigsaw technique. There are some procedure according to Aronson, the procedures of Jigsaw technique in teaching reading comprehension are as follows :

- 1) Dividing students into five or six people called “home group”. The groups should be divergent in terms of gender, ethnicity, ability and skill.
- 2) Appointing one student from each group as a leader.
- 3) Dividing the material into five or six segments.
- 4) Assigning each student to learn a segment of the material.

³² Emine Hatun Karacop, Ataman & Diken, “The Effects of Jigsaw Technique Based on Cooperative Learning on Prospective Science Teachers’ Science Process Skill,” *Journal of Education and Practice* 8, no. 6 (2017):p. 88, https://www.researchgate.net/publication/281315386_The_effect_of_the_jigsaw_technique_on_learning_the_concepts_of_the_principles_and_methods_of_teaching.

³³ Karacop, Ataman & Diken, 88.

- 5) Giving students time to read over their segment at least twice and become familiar with it.
- 6) Forming temporary “expert group” by having one student from each home group join other students assigned to the same segment. At this step, teacher must give time to these “expert groups” to discuss the main points of their segment and to rehearse the presentations they will make to their home group.
- 7) Bringing the students back into their home group
- 8) Asking each student to share the segment to the group.
- 9) Circulating from group to group, observing the process. If there is group having problem, for example; a member is dominating or disruptive, make an appropriate intervention.
- 10) Giving a quiz on the material to find out students’ achievement.³⁴

Jigsaw technique has two groups; “home group and expert group.

The study shows that Jigsaw as the learning strategy stimulated students to be more active in looking for the information that were needed for their own group benefit.”³⁵ Besides, students also became active in discussing and sharing their part in the expert group with other students from different group.

The home group became students’ social interaction room. In this group, they participated in every aspect such as making a decision about the choosing of the chief of the group, the choosing of which part that every member will focus on, and also how to support their group. It assured that every student was involved in the learning process. This group also facilitated them to share their knowledge and conclusion from the discussion in the expert group without feeling ashamed about their English ability. It is because they had known each other.³⁶

³⁴ Hoerunnisa and Suherdi, “The Effectiveness of Jigsaw II Model in Improving Students’ Understanding of Citizenship Education,” 4–5.

³⁵ Sitohang and Purnawarman, “The Effectiveness of Jigsaw Strategy To Improve Students’ Skill in Writing a Recount Text,” p. 4.

³⁶ Sitohang and Purnawarman, p. 5.

Based on the explanation above, this research concluded Jigsaw technique that the communication became two ways communication between the teacher and the students.

d. Advantages of Jigsaw Technique

A goal of a jigsaw classroom is “to decrease competition and increase cooperation and so competitive students can create difficulties”³⁷. Carolyn Kessler mentioned some advantages of applying jigsaw technique in the classroom:

- 1) Provide opportunities for students to work in racially and culturally mixed groupings.
- 2) Provide an excellent learning environment for the acquisition of language through relevant content.
- 3) Support the communicative approach in language teaching.
- 4) Develop students’ skills of analysis, comparison, evaluation, and synthesis of information.³⁸

The advantages stated by Carolyn Kessler are mostly from the students, because as students have main role in jigsaw technique process, students should get involved well in the process. Therefore, the ambience of learning process that provides the opportunities for the students to work in groups and share ideas will likely to be effective. Besides, jigsaw technique can also enable the students to develop their skills. The advantages are mostly to improve students’ reading ability in the term of comprehension.

³⁷ Adams, “Using Jigsaw Technique As An Effective Way of Promoting Co- Operative Learning Among Primary Six Pupils In Fijai,” p. 66.

³⁸ Hilda, “The Effectiveness of Jigsaw Technique In Faculty of Educational Sciences,” 17–18.

e. Disadvantages of Jigsaw Technique

In jigsaw technique also have disadvantages. In this reaserch there are some disadvantages accordning Shlomo Sharan, they are:

- 1) For some students, it may create an over sense of pressure to perform when they return to their home group.
- 2) Students may wrong about their second language communication skill, learning difficulties, or social status, blocking their ability to contribute in their home group.³⁹

Based on the explanation above, jigsaw technique give students responsible for learning and teaching the other about what they have learned. In other side, it makes students difficult to communicate in second language and may it blocking students' ability to give a contribution for their home group.

f. Teaching Reading Recount Text by Using Jigsaw Technique

The following is steps in teaching recount text using jigsaw technique.

- 1) Pre- Teaching
 - a) Teacher open the class
 - b) The topic are chosen by the teacher or students
 - c) The technique is introduced to the students, such as how the technique works.
- 2) While- Teaching
 - a) Grouping the students

³⁹ Hilda, 18.

Teacher divided students into five or six people called “home group”. The groups should be divergent in terms of gender, ethnicity, ability and skill.

- b) Appointing one student from each group as a leader.

Teacher appointed a student from each group as a leader. A group with a leader. The teacher choose a leader from the gender or ability.

- c) Dividing the material.

Teacher divided the material into five or six segments.

- d) Assigning each student to learn a segment of the material.

Teacher distributes the pieces of the text. Each receives the pieces from the text consisting of different information but they are all related constructing a story or a topic.

- e) Giving students time to read.

Teacher gives the students time to read over their segment at least twice and become familiar with it and study their text before they leave their “home team”.

- f) Working in Expert group.

Forming temporary “expert group” by having one student from each home group join other students assigned to the same segment. At this step, teacher must give time to these “expert groups” to discuss the main points of their segment and to rehearse the presentations they will make to their home group.

g) Working in the jigsaw group

Bringing the students back into their home group. The students return to their home teams, which is called jigsaw group

h) Asking each student to share the segment to the group.

The teacher asks the members of each jigsaw group to teach each other what have learned. The time to teach each other is limited

i) Circulating from group to group, observing the process. If there is group having problem, for example; a member is dominating or disruptive, make an appropriate intervention.

j) Giving a quiz on the material to find out students' achievement. The teacher distributes the quizzes and allows time for everyone to finish. It can be group or an individual work.

3) Post- Teaching

a) The teacher and students look at back the information from the book and recall the ideas before that they do thinking changed and make sure they are documenting their own changes in thought.

Based on the explanation above, there are some steps in teaching recount text by using jigsaw technique. First, the teacher should divided students into group of four. Each group received a different materials and it called by home team. After that, each student in home team leaves the group to work in new expert

group to learn and discussed the materials. The last, students so back to home team each member of group the material and after that the teacher gives evaluation.

Table. 1
Teaching Reading Recount Text by Using Jigsaw Technique

Process of Teaching	Teacher Activities	Procedure	Students Activities
Pre-Teaching	<ol style="list-style-type: none"> 1. Teacher opens the class 2. Teacher chooses the material 3. Teacher explains how the technique works 		<ol style="list-style-type: none"> 1. Students listen to the teacher 2. Students open the text book 3. Students listen to the teacher
While-Teaching	<ol style="list-style-type: none"> 1. Teacher divides students into 5 or 6 people 	<ol style="list-style-type: none"> 1. Grouping the students er divided students into five or six people called "home group". 	<ol style="list-style-type: none"> 1. Students listen to the teacher 2. Students do the teacher's ask 3. Students sit in their group
	<ol style="list-style-type: none"> 1. Teacher chooses the leader of group 	<ol style="list-style-type: none"> 2. Appointing one student from each group as a leader 	<ol style="list-style-type: none"> 1. Students listen to the teacher

- | | | |
|--|--|---|
| 1. Teacher divides the material into 5 or 6 segments | 3. Dividing the material. Teacher divided the material into five or six segments | 1. Students listen to the teacher |
| 1. Teacher gives the piece of the text | 4. Assigning each student to learn a segment of the material | 1. Students learn the segment |
| 1. Teacher gives the students time to read | 5. Giving students time to read | 1. Students read the text |
| 1. Teacher asks students to leave their group and join to expert group | 6. Working in Expert group | 1. Students leave their group
2. Students join Expert group
3. Students sit in Expert group |
| 1. Teacher asks students back to their group | 7. Working in the jigsaw group | 1. Students leave the Expert group
2. Students back to the home group |
| 1. Teacher asks student to share the segment to their group | 8. Asking each student to share the segment to the group | 1. Students listen to the teacher
2. Students share the segment to the group |
| 1. Teacher asks the students' question | 9. Circulating from group to group, observing the process. If there is | 1. Students answer the question |

		group having problem, for example; a member is dominating or disruptive, make an appropriate intervention	
	1. Teacher gives the quiz to the student	10. Giving a quiz on the material to find out students' achievement	1. Students do the quiz 2. Students collect the quiz to the teacher
Post-Teaching	1. The teacher asks the students looking back the information from the book		1. Students listen to the teacher 2. Students look back the book

g. Teachers' Technique

When retelling or writing story, a story writer usually uses past tense, because the story usually talks about actions or situations in the past, began and ended at a particular time in the past. Simple past indicates that an activity or a situation began and ended at a particular time in the past. Recount text retells events or experience in the past. Its purpose is either to inform or to entertain the audience.

Pattern :

(+) Subject + Verb 2 + Object + Adverb

(-) Subject + Did + Not + Infinitive/Verb 1 + Object + Adverb

(?) Did + Subject + Infinitive/Verb 1 + Object + Adverb

Generic Structure of a Recount Text:

Orientation : Orientation introduces the participants, places, and times.

Events : Events describe series or event that happened in the past.

Reorientation : Reorientation is optional. It states personal comments of the writer to the story.

B. The Review of Related Findings

This research is not the first research that had been done. There are some related findings to this research. The first is Asteti Hilda based on the result of the analysis, it can be said that using jigsaw technique is effective. It can be seen from the students' score who are taught using jigsaw technique is better than the students' who are not taught by using jigsaw technique. The result showed that in significance degree of 5%, the value of t-test (t_o) > t-table (t_t) ($2.17 > 2.002$). It could be said that t-observe was higher than t-table. So, the null hypothesis (H_o) was rejected.⁴⁰ It means Jigsaw technique can improve students' reading skill.

The second is Endang Larasati the result showed calculation of t-test, the difference of averages post test's score of controlled class and experiment class and the range of the result of post test and pre-test of controlled and experiment

⁴⁰ Hilda, 39.

class. The result calculation of t-test show to is bigger than t_t .⁴¹ It means Jigsaw technique can improve students' reading skill.

The third is Neneng Hoerunnisa and Didi Suherdi according to the result of the research, teaching reading by using jigsaw technique could improve the students' reading comprehension. The research question number one about the effectiveness of jigsaw technique was shown from statistic computation The result showed teaching reading by using Jigsaw technique can improve the students' reading skill.⁴² It means Jigsaw technique can improve students' reading skill.

The fourth is Nurhasanah the result showed that the students' mean score increased from the pre-test, first test in circle 1 and second test in cycle 2 and the hypothesis could be accepted.⁴³ It means Jigsaw technique can improve students' reading skill.

The fifth is Nurul Azijah the result showed mean gained score from both classed that showed the experiment class got higher result than the controlled class. It is also proved by the value of t-test (2.17) is higher than t-table (2.002) at the significance level 5%, it means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.⁴⁴ It means Jigsaw technique can improve students' reading skill.

⁴¹ Larasati, "The Effect of Using Jigsaw Technique on Students' Reading Comprehension Achievement," p. 36.

⁴² Hoerunnisa and Suherdi, "The Effectiveness of Jigsaw II Model in Improving Students' Understanding of Citizenship Education," 10.

⁴³ Nurhasanah, "No Title" (The State Institute for Islamic Studies Padangsidempuan, 2016), 72.

⁴⁴ Azijah, "The Effectiveness of Jigsaw Toward Students' Reading of Recount Text," p. 47.

The sixth is Teika Amiratrini the result showed the implementation of Jigsaw strategy can improve students' reading comprehension achievement of recount text. It is proven, since there is an increase of students' reading score after being taught through jigsaw strategy at the first grade students of SMAN 1 Abung Selatan.⁴⁵ It means Jigsaw technique can improve students' reading skill.

The seventh is Budi Darmawan the result showed there is significant effect of using Jigsaw strategy towards students' reading ability in narrative text at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir regency. It can be seen from the result of T-test calculating is 4.47. It is bigger than standard on the critic table of T-test that is 2.68 in 1% or 2.01 in 5%, it can be read $2.01 < 4.47 > 2.68$. Regarding the result above, H_a is accepted and H_o is rejected.⁴⁶ It means Jigsaw Technique can improve students' reading skill.

Due to the previous research, the research concluded that Jigsaw technique has an effect on students' learning. Therefore, this research wants to try in another location with different problem and situation.

C. Conceptual Framework

Many student of Madrasah Aliyah Al-Ansor Padangsidempuan got difficulty in comprehending reading recount and have lack of vocabulary. Then, the students do not understand the generic structure and language features of

⁴⁵ Teika Ameiratrini and Sman Abung, "The Use of Jigsaw Strategy in Improving Students' Achievement in Reading Comprehension at the First Grade of SMAN 1 Abung Selatan" (Universitas of Lampung, 2017), p. 65.

⁴⁶ Budi Darmawan, "The Effect of Using Jigsaw Towards Reading Comprehension of the Second Year Students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency" (Sultan Syarif Kasim Riau, 2013), p. 48.

recount text. The teacher seldom to use various technique in teaching reading especially recount text.

Jigsaw technique is an effective technique for students' reading skill. So by applying this technique, the researcher illustrates the conceptual framework as follow.

In order to get the data in this research, three procedures will take in this research, they are pre-test, treatment, and post-test.

The pre-test will give a test to experimental class and control class before treatment to know the meat score of the experimental class and control class. After the pre-test, this research will give treatment with using jigsaw technique for experimental class and conventional method for control class. The post-test will give a test to know mean score both of class whether the jigsaw technique has a significant effect on the students' recount text.

The students got difficulty in comprehending reading recount and have lack of vocabulary. Then, the students do not understand the generic structure and language features of recount text. The teacher seldom to use various technique in teaching reading especially recount text.

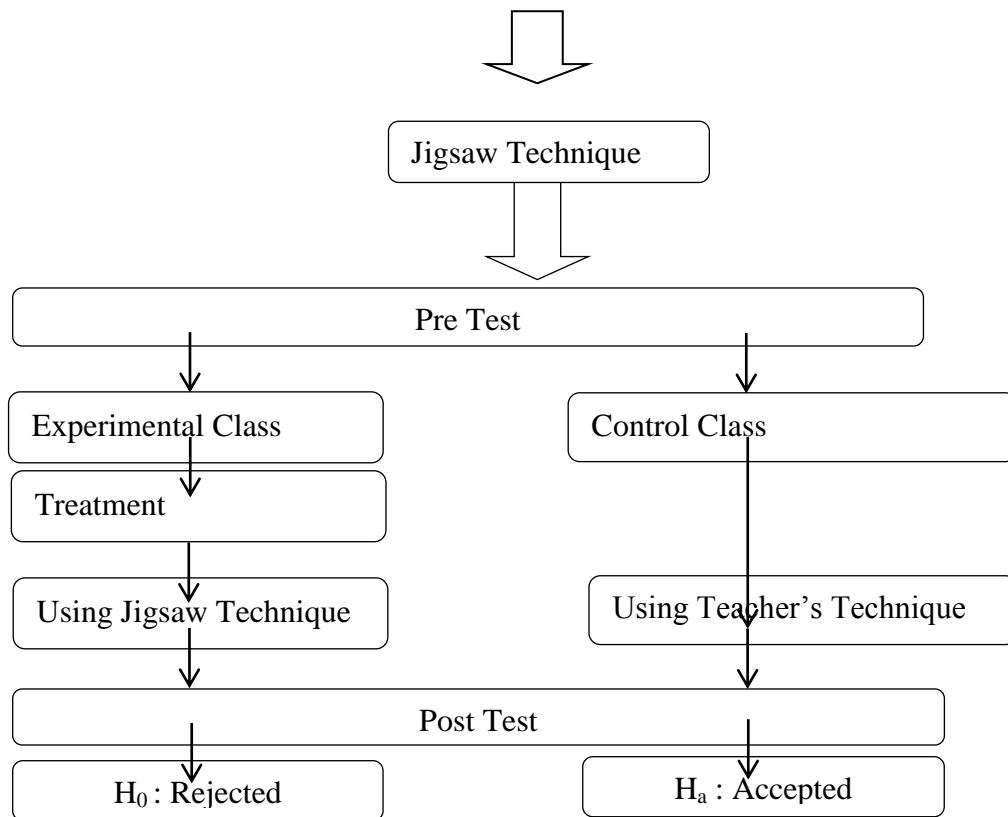


Figure 1

Conceptual Framework

D. Hypothesis

The hypothesis of this research:

1. There is significant effect of using Jigsaw technique on reading recount text at the eleventh grade students of Madrasah Aliyah Al-Ansor Padangsidempuan (H_a).

2. There is no significant effect using Jigsaw technique on reading recount text at the eleventh grade students of Madrasah Aliyah Al-Ansor Padangsidempuan (H_0).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time Research

The location of this research is in Madrasah Aliyah Swasta Al-Ansor Padangsidempuan. It is located in Jl. H. Tengku Rizal Nurdin, Km. 8 No.3 Desa Manunggang Julu, Kecamatan Padangsidempuan Tenggara, Kota Padangsidempuan. This research start in April 2021 until August 2021.

B. Research Design

The design of this research is quantitative research in experimental research. This research use two classes, as an experimental class and a control class. The experimental class is the class that taught with jigsaw technique as a treatment and control class is the class that taught with a conventional technique. The researcher uses true experimental design with Pretest-Posttest Control Group Design. It means there are two classes would be chosen, then give pre-test to know the basic condition of the two classes. Next, the both of class gave post-test. The result of the test compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table. 2
Pretest-Posttest Control Group Design

A	O ₁	X	O ₂
B	O ₁	-	O ₂

Where:

A: Symbol for experimental class

B: Symbol for control class

X: Symbol for treatment⁴⁷

In this model, both of classes will give pre-test (O₁). Then, in experimental class will give a treatment (X) and control class will not give a treatment. After giving a treatment, both of classes will give post-test (O₂).

C. Population and Sample

1. Population

The population as the data sources of this research are all the students at Madrasah Aliyah Swasta Al-Ansor Padangsidempuan that consist of 3 classes with 84 students. The teacher of Madrasah Aliyah Swasta Al-Ansor Padangsidempuan said that, the students are not grouped by IQ or level of intelligence means there is no placement test for them.⁴⁸ So that it can be conclude that the population is a homogeneous population. It can be seen from the table below.

⁴⁷John W. Creswell, *Research Design*, Third Edition (America, 2009).

⁴⁸English Teacher, "Private Interview on August 25th in Pesantren An-Nur Padangsidempuan 2020.

Table. 3**The Population of the XI Grade Students**

No	Class	Students
1	XI-A Putri	30
2	XI-B Putri	27
3	XI-C Putri	27
Total Population		84

2. Sample

In this research, This research use random sampling to take the sample the research. This research chosen two classes as a sample. Class XI-B consist of 27 students and XI-C consist of 27 students as a respondents and this class is chosen. So the total sample of this research are 54 students. They are experimental class and control class. So that one class is as experimental class and the other is as control class.

Table. 4**The Sample of Students Pesantren An-Nur Padangsidimpuan**

No	Class	Number
1	Experimental Class XI-B Putri	27
2	Control Class XI-C Putri	27
Total		54

D. The Definition of the Operational Variables

To avoid misunderstanding, this research is consisted of two variables, the key term of this research are defined as follow:

1. Jigsaw Technique (Variable X)

Jigsaw technique is a method of organizing classroom activity that make students dependent on each other to succeed.

2. Reading Recount Text (Variable Y)

Recount text is to get information from a text that retells events or someone experiences that happened in the past by written form.

E. Instrument of Collecting Data

The test of the instrument used in collecting the data. The test is used to find out if there is an effect of using jigsaw technique in teaching reading on recount text. The test is given in the beginning and in the end of the treatments. In which 106 items multiple choice for pre-test and post-test. The test are given both to the experimental and controlled classes' students. This research gives the reading test to students either for post-test and pre-test. The experimental class by using Jigsaw technique and control class using conventional technique. To find out the score of the students' answer this research give 1 score for multiple choice. Thus, the maximum score of test is 100.

Table 6
Indicator of Reading Recount Text (Pre-Test)

Indicator	items	No. Items	Total score
Identifying orientation	27	1,6,11,16,21,22,23,31,37,42,45,52,53,57,62,63,65,69,77,82,86,90,93,95,97	27
Identifying event	52	2,3,4,5,6,7,8,12,13,14,17,24,26,27,34,35,36,39,40,43,50,51,	46

		54,55,58,59,60,64,67, 68,70,73,74,75,76,79, 80,81,83,87,88,89, 91,92,94,96,98,99, 100	
Identifying reorientation	10	10,15,20,46,47,48,49, 72,76,84	10
Identifying grammar	6	25,32,33,38,41,106	6
Identifying vocabulary	11	18,19,28,29,30,44,56,61, 66,71,85	11
Total	100		100

Table 6
Indicator of Reading Recount Text (Post-Test)

Indicator	items	No. Items	Total score
Identifying orientation	27	1,6,11,16,21,22,23, 31,37,42,45,52,53, 57,62,63,65,69,77,82,86, 90,93,95,97	27
Identifying event	52	2,3,4,5,6,7,8,12,13, 14,17,24,26,27,34, 35,36,39,40,43,50,51, 54,55,58,59,60,64,67, 68,70,73,74,75,76,79, 80,81,83,87,88,89, 91,92,94,96,98,99, 100	46
Identifying reorientation	10	10,15,20,46,47,48,49, 72,76,84	10
Identifying grammar	6	25,32,33,38,41,106	6
Identifying vocabulary	11	18,19,28,29,30,44,56,61, 66,71,85	11
Total	100		100

F. The Procedures of Research

In completing the data, the researcher continue to the next step sample. The function of data collecting is to determine the result of the research in collecting, the researcher used some steps. They are pre-test, treatment, and post-test.

1. Pre-test

The pre-test will conduct to find out the homogeneity of the sample. The function of the pre-test is to find the mean score of Jigsaw Technique and teacher method in teaching before the researcher give the treatment. In this case, the writer hopes that the whole students' reading skill is same or if there is a difference is hopefully not significant.

2. Treatment

The experimental class and the control class give same material, which is consist of communication aspect that taught by the teacher in different ways. The experimental class give treatment, it taught by using collaborative writing strategy and control class taught by conventional strategy.

2. Post-test

After giving the treatment, both of the classes again give the final test in order to measure their writing skill. This test is used for investigating the difference of writing skill between the experimental class and control class.

G. Technique of Data Analysis

a. Requirement Test

1) Normality test

The function of normality test is to know whether the data of research is normal or not. The research is normal or not. The researcher uses normality test with using *Chi-Quadrate* formula, as follow:⁴⁹

$$X^2 = \sum \frac{f_o - f_n}{f_h}$$

Where:

X^2 = Chi-Quadrate

F_o = Frequency is gotten from the sample or result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population.⁵⁰

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k - 3$). if result $x^2_{count} < x^2_{table}$. So, it concluded that data is distributed normal.

2) Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:

⁴⁹Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2005), p.298

⁵⁰ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

The hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$
 The hypothesis is rejected if $F_{\text{count}} \geq F_{\text{tab};e}$ ⁵¹

Experimental research design is being done through experimental class and control class. After experimental process, two of classes are tested with using technique of data analysis.

The technique of the data analysis that will be used in this research is

Independent T-test formula:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- t : the value which the statistical significant
- X_1 : the average score of the experimental class
- X_2 : the average score of the control class
- s_1^2 : deviation standard of the experimental class
- s_2^2 : deviation standard of the control class
- n_1 : number of experimental class
- n_2 : number of control class⁵²

If $t_{\text{-test}}$ is higher than t_{table} , the researcher can conclude that h_a is accepted and h_0 is rejected. It means that there is significant effect of using Jigsaw technique toward the students' reading skill. If $t_{\text{-test}}$ is lower than t_{table} , the writer can conclude that h_a is rejected and h_0 is accepted. It means that there is no significant effect without using Jigsaw technique toward the reading skill in recount text at the eleventh grade students of Madrasah Aliyah Al-Ansor Padangsidimpuan.

⁵¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010).

⁵² Sugiyono.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents research result. In this case, it discusse the effect of using Jigsaw Technique on students' reading recount text. The researcher has calculate the data using pre test and post test. Applying quantitative research, the research use the formulation of t-test to test the hypothesis. Next, the researcher will describe the result base on the data that has been researched as follow:

A. The Description of Data

1. The Description of Data before Using Jigsaw Technique

a. Score of Pre-Test Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the multiple choice. The score of pre-test experimental class can be seen in the following table:

Table 7
The Score of Experimental Class in Pre-test

Descriptive	Statistics
Total	1079
Highest score	50
Lowest score	25
Mean	40
Median	41
Modus	42
Range	25
Interval	5
Standard deviation	6.2
Variants	39.5

Based on the above table the total score of experimental class in pre-test was 1079, mean was 40, standard deviation was 6.2, variants was 39.5,

median was 41, range was 25, modus was 42, interval was 5. The researcher got the highest score was 50 and the lowest score was 25. It can be seen on appendix 17.

Then, the computed of the frequency distribution of the students' score of experiment class could be applied into the table frequency distribution as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	25-29	27	2	7.40%
2	30-34	32	3	11.11%
3	35-39	37	5	18.51%
4	40-44	42	10	37.03%
5	45-49	47	6	22.22%
6	50-54	52	1	3.70%
<i>I = 5</i>			27	100%

From the above table, the students' score in class interval between 25-29 was 2 students (7.40%), class interval between 30-34 was 3 students (11.11%), class interval between 35-39 was 5 students (18.51%), class interval between 40-44 was 10 students (37.03%), class interval between 45-49 was 6 students (22.22%), and the last class interval between 50-54 was 1 students (3.70%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

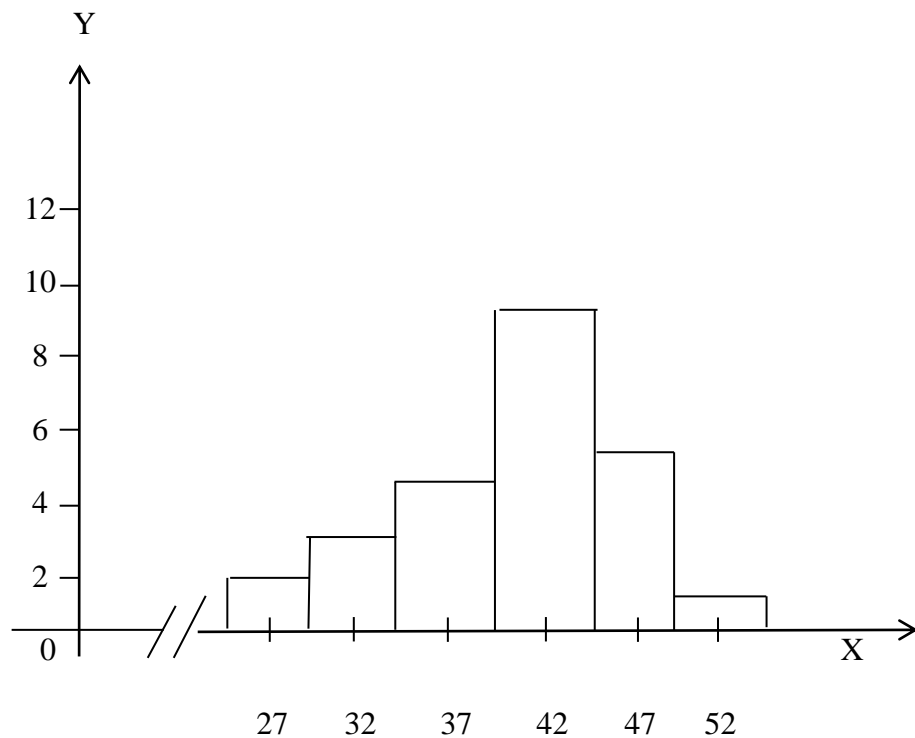


Figure 2: Description Data of Students' Reading Recount Text in Experimental Class (Pre-test)

From the histogram above shows that, the data was normal.

b. Score of Pre Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

Table 9
The Score of Control Class in Pre-test

Descriptive	Statistics
Total	1105
Highest score	54
Lowest score	24
Mean	41
Median	43

Modus	43
Range	30
Interval	6
Standard deviation	8.6
Variants	75.5

Based on the above table the total score of control class in pre-test was 1105, mean was 41, standard deviation was 8.6, variants was 75.5, median was 43, range was 30, modus was 43, interval was 6. The researcher got the highest score was 54 and the lowest score was 24. It can be seen on appendix 17.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	24-29	26	3	11,11%
2	30-35	32	4	14,81%
3	36-41	38	4	14,81%
4	42-47	42	9	33,33%
5	48-53	48	6	22,22%
6	54-59	52	1	3,70%
<i>I</i> = 6				100%

From the above table, the students' score in class interval between 24-29 was 3 students (11.11%), class interval between 30-35 was 4 students (14.81%), class interval between 36-41 was 4 students (14.81%), class interval between 42-47 was 9 students (33.33%), class interval between 48-53 was 6 students (22.22%), and the last class interval between 54-59 was 1 students (3.70%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

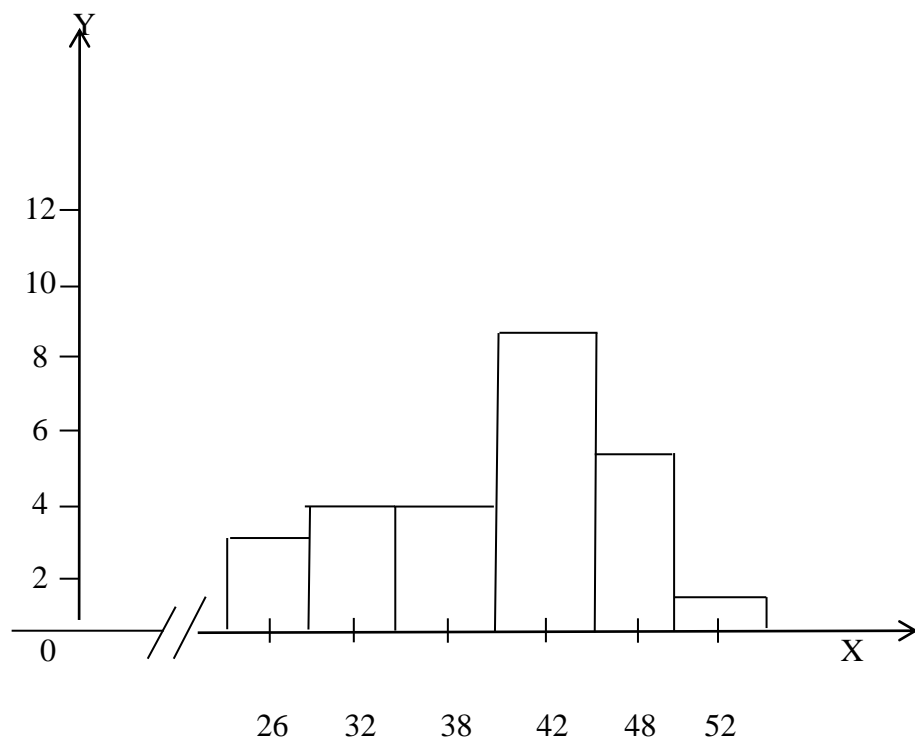


Figure 2: Description Data of Students' Reading Recount Text in Control Class (Pre-test)

From the histogram above shows that, the data was normal.

2. The Description of Data After Using Jigsaw Technique

a. Score of Post Test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Jigsaw Technique. The score of post-test experimental class can be seen in the following table:

Table 11
The Score of Experimental Class in Post-test

Descriptive	Statistics
Total	1701
Highest score	80
Lowest score	35
Mean	63
Median	62
Modus	62
Range	45
Interval	9
Standard deviation	10.7
Variants	115.03

Based on the above table the total score of experiment class in post-test was 1701, mean was 63 standard deviation was 10.7, variants was 115.03, median was 62, range was 45, modus was 62, interval was 9. The researcher got the highest score was 80 and the lowest score was 35. It can be seen on appendix 19.

Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	35-43	39	1	3.70%
2	44-52	48	3	11.11%
3	53-61	57	4	24.81%
4	62-70	66	11	40.74%
5	71-79	75	7	25.92%
6	80-88	84	1	3.70%
<i>i = 9</i>			27	100%

From the above table, the students' score in class interval between 35-43 was 1 students (3.70%), class interval between 44-52 was 3 students (11.11%), class interval between 53-61 was 4 students (24.81%), class interval between 62-70 was 11 students (40.74%), class interval between 71-79 was 7 students (25.92 %), and the last class interval between 80-88 was 1 students (3.70%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

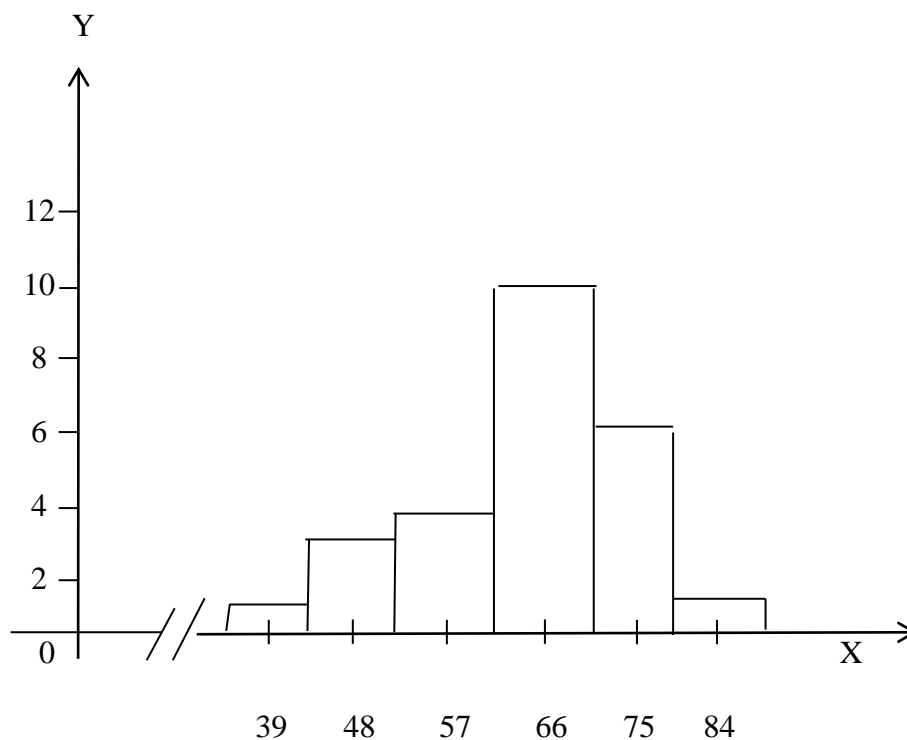


Figure 2: Description Data of Students' Reading Recount Text in Experimental Class (Post-test)

From the histogram above shows that, the data was normal.

b. Score of Post-Test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of post-test control class can be seen in the following table:

Table 13
The Score of Control Class in Post-test

Descriptive	Statistics
Total	1201
Highest score	58
Lowest score	28
Mean	44
Median	46
Modus	46
Range	30
Interval	6

Standard deviation	8,2
Variants	69,8

Based on the above table the total score of control class in post-test was 1201, mean was 44, standard deviation was 8.2, variants was 69.8, median was 46, range was 30, modus was 46, interval was 6. The researcher got the highest score was 58 and the lowest score was 28 It can be seen on appendix 19.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 14
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	28-33	30	3	11.11%
2	34-39	36	4	14.81%
3	40-45	42	5	18.51%
4	46-51	48	8	29.62%
5	52-57	54	7	25.92%
6	58-63	60	1	3.70%
<i>i = 7</i>			27	100%

From the table above, the students' score in class interval between 28-33 was 3 students (11.11%), class interval between 34-39 was 4 students (14.81%), class interval between 40-45 was 5 students (18.51%), class interval between 46-51 was 8 students (29.62%), class interval between 52-

57 was 7 students (25.92%), and the last class interval between 58-63 was 1 student (3.70%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

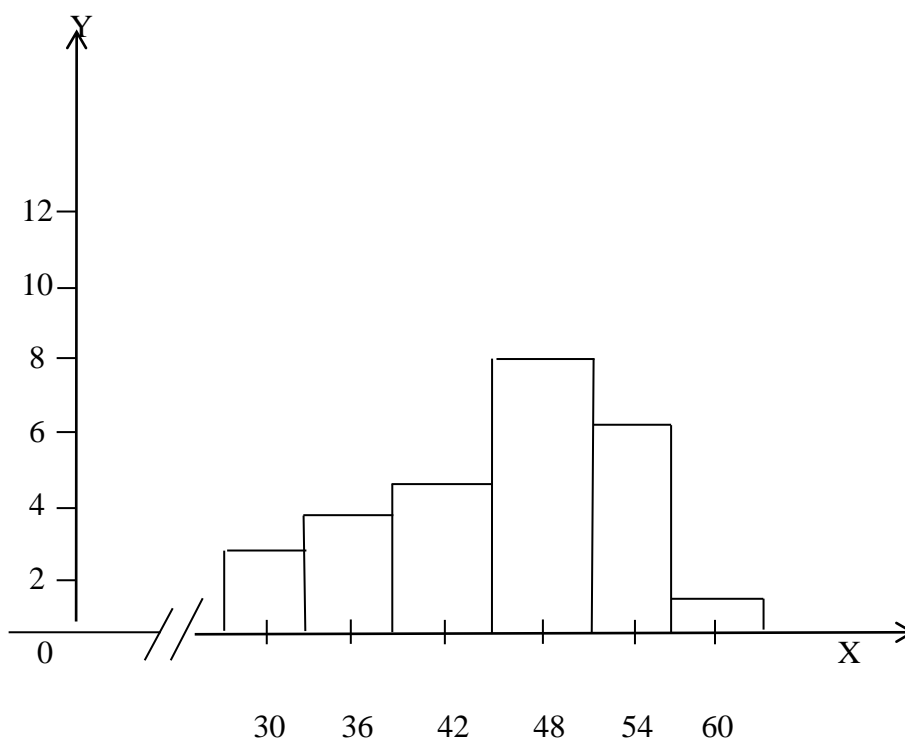


Figure 2: Description Data of Students' Reading Recount Text in Control Class (Post-test)

From the histogram above shows that, the data was normal.

B. Testing of Hypothesis

1. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogeneous. Based on

the result, to analyze the hypothesis the researcher used parametric test by using T-test. Hypothesis alternative (H_a) of the research was “there was the significant effect of Tourism Brochures on writing ability in descriptive text.

Table 18
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.173	0.156	0.156	0.173

Based on table above, researcher found that t_{count} 0.156 while t_{table} 0.173 in post-test with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 27 + 27 - 2 = 52$. Cause $t_{count} > t_{table}$ ($0.173 > 0.156$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of Tourism Brochures on writing ability in descriptive text.

C. Discussion

Based on the data analysis, the researcher discussed the result of this research on the effect of using Jigsaw Technique on students reading recount text, where the result mean score experimental class was higher than control class. The researcher has been count the result in data analysis where the mean score in pre-test experimental class was 40 and control class was 41, in post-test mean score in experimental class was 80 and control class was 44. It means there is a significant effect by using Jigsaw Technique on students reading recount text of Madrasah Aliyah Swasta Al-Ansor.

Based on the related finding, the researcher discussed result of this research and compared with finding. It also discussed with theory that has been stated by

researcher. In this case, the theory which has been discussed by the researcher was from Maden stated that Jigsaw can enhance cooperative learning by making each student responsible for teaching some of the materials to the group. It has a specialty used for teaching various language skills for example reading.⁵³ Based on the related findings, Thesis by Hilda, she concluded that there is the effect of Jigsaw Technique on reading recount text with t_{count} was higher than t_{table} $t\text{-test } (t_o) > t\text{-table } (t_t)$ ($2.17 > 2.002$).⁵⁴ So, it was same with the result of this thesis that implication of Jigsaw Technique was suitable to teach students' reading recount text and give a positive effect on reading recount text.

Next, Azijah research. Using Jigsaw Technique can improve the students' reading skill in recount text. In the pre-test, the mean score of the experimental and the control group were 57.17 and 62.17, and the mean score of post-test of experimental and the control group, those were 75.67 and 70.33.⁵⁵ So, it was same with the result of this thesis that implication of Jigsaw Technique was suitable to teach students' reading recount text and give a positive effect on reading recount text.

Then, Budi Darmawan, concluded that the students had achievement in reading comprehension Jigsaw Technique. The students' mean score of the first cycle was 57.15. It was very low. The mean score of second cycle was 67.7. It

⁵³ Teika Ameiratrini and Sman Abung, "The Use of Jigsaw Strategy in Improving Students' Achievement in Reading Comprehension at the First Grade of SMAN 1 Abung Selatan" (Universitas of Lampung, 2017), 5

⁵⁴ Hilda, "The Effectiveness of Jigsaw Technique In Faculty of Educational Sciences," 39.

⁵⁵ Azijah, "The Effectiveness of Jigsaw Toward Students' Reading of Recount Text," p. 47.

means that Jigsaw Technique can improve students' reading skill.⁵⁶ So, jigsaw technique can be applied to decrease in activity in learning process.

The proofs show that Jigsaw Technique in teaching students' reading recount text. So, Jigsaw Technique has given the effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

D. Threats of the Research

There were some aspect that could threat for this research as follow:

1. The weather at the time was so hot, so that the students feel lazy.
2. There were some of students that were noisy while teaching and learning process. So it can disturb the concentration of the others.

⁵⁶Budi Darmawan, "The Effect of Using Jigsaw Towards Reading Comprehension of the Second Year Students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency" (Sultan Syarif Kasim Riau, 2013), p. 48.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using Jigsaw Technique, the mean score of pre-test for experimental class was 40 and the mean score of pre-test for control class was 41.
2. After using Jigsaw Technique, the mean score of experimental class was higher than before using Jigsaw Technique. The mean score of post-test for the experimental class was 63 and the mean score of post-test for control class taught by conventional strategy was 44.
3. The researcher found the research result of t-test where t_0 was higher than t_t was 0.173 and t_t was 0.156 ($0.173 > 0.156$). It means that H_a was accepted, so there was a significant effect of Jigsaw Technique on reading recount text in Madrasah Aliyah Swasta Al-Ansor Padangsidempuan.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Jigsaw Technique in teaching, because this technique can achieve the students reading especially in reading recount text.

2. From the research result it is also as the information to the English teacher to use Jigsaw Technique as a reference in teaching reading recount text to make learning process more active.
3. The researcher suggests to another researchers to use this technique in solving another problems and find another factors that face by students in learning English process.

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CURRICULUM VITAE



A. Identity

Name : Nadia Indah Bunga

Lubis

Reg. Num 16 203

00112

Place/Birth : Padangsidempuan, June

13th 1999Sex : Female

Religion : Moeslim

Address : Jalan Kapten Koimah, Padangsidempuan

B. Parents

Father's Name : Nasrun Lubis

Mother's Name : Mas Diah

C. Educational Background

1. SD Negeri 2 Padangsidempuan 2004-2010
2. SMP Negeri 3 Padangsidempuan 2010-2013
3. SMA Negeri 2 Padangsidempuan 2013-2016
4. IAIN Padangsidempuan 2016-2021

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : Madrasah Aliyah Swasta Al-Ansor Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / II (dua)
Materi Pokok : Recount Text
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 1.2 Menunjukkan perilaku tanggungjawab, peduli kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 1.4 Menangkap makna dalam teks recount lisan dan tulis sederhana.
- 1.5 Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator

1. Siswa dapat bercerita mengenai pengalaman atau kejadian yang telah dialami dalam berkomunikasi.
2. Siswa dapat membuat dialog yang di dalamnya terdapat pengalaman atau kejadian yang telah dialami.

D. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait recount
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait recount
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari recount berbentuk teks dalam dialog.
4. Merespon makna terkait recount berbentuk teks dalam dialog.

E. Materi Pembelajaran

Tema: Recount

1. Definition: Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narratives
2. Generic Structure
 - Orientation: Introduce the participants, place and time.
 - Events: Describing series of event that happened in the past.

- Re-orientation: It is optional. Stating personal comment of the writer to the story.

3. Language feature of recount text are:

- The use of nouns and pronouns. (e.g: Nadia, we her).
- The use of action verb. (e.g: went, run, played).
- The use of past tense. (e.g: we went for a trip to zoo).
- The use of time conjunction. (e.g: that, first, next, then).
- The use of adverbs of phrase. (e.g: in my house, two days ago, slowly).
- Use adjective. (e.g: beautiful, slow).

Title	My Summer Holiday
Orientation	Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool
Sequence of Events	First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs in the house. Next, we sat in the living room and we watched a movie. Finally, everybody fell asleep there.
Reorientation	We woke up very late in the morning and had breakfast. In the afternoon we were all very happy.

F. Metode Pembelajaran

Jigsaw Technique

G. Media, Alat, dan Sumber Pembelajaran

Sumber Belajar : Buku Siswa

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pre-reading	<p>Apersepsi</p> <ul style="list-style-type: none"> • Menyapa siswa dengan mengucapkan selamat pagi • Menanyakan kabar siswa • Mengajak siswa membaca sebelum memulai pelajaran <p>Motivasi</p> <ul style="list-style-type: none"> • Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD • Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang akan dipelajari oleh siswa 	10 menit
While-reading	<ul style="list-style-type: none"> • Guru menjelaskan tentang teks recount dan siswa diminta untuk memerhatikannya. • Guru memberikan contoh teks recount. • Guru membagi siswa menjadi 5 kelompok yang dinamakan “home group” dimana setiap kelompok terdiri dari 5-6 orang. • Lalu kelompok “home group” dibagi lagi menjadi “expert group” sesuai dengan nomor urut dan tugas yang sama, diman kelompok ini juga masih 	60 menit

	<p>terdiri dari 5-6 orang.</p> <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mengidentifikasi general structure, elemen bahasa, beberapa informasi yang terdapat dalam teks recount secara berkelompok dengan “expert group”. • Guru meminta siswa yang ada di “expert group” berdiskusi • Setelah itu, Guru meminta siswa di “expert group” kembali ke “home group” untuk menyatukan tugas mereka masing-masing menjadi satu padu. • Guru memberi kesempatan berpikir, menganalisis dan bertindak tanpa rasa takut. • Siswa difasilitasi oleh guru berupa permainan dalam bentuk kuis untuk mengungkapkan jawaban mereka atas pertanyaan mengenai teks recount. <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik. • Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. • Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi 	
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	siswa.	
Post-reading	<ul style="list-style-type: none"> • Bersama sama dengan peserta didik membuat rangkuman/simpulan pelajaran • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram • Memberikan umpan balik terhadap proses dan hasil pembelajaran 	10 menit

I. Penilaian

Teknik : Tes tulis

Bentuk : Pertanyaan tertulis

Instrument : Terlampir

Answer the following questions!

1. What is the suitable title for the text above?
2. What is the main idea of paragraph 1?
3. What is the main idea of paragraph 2?
4. What is the main idea of paragraph 3?
5. What kind of that text?
6. Mention the generic structure of the text above!
7. What is tense used?
8. What is the purpose of the text?
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text?

J. Pedoman Penilaian

1. Untuk setiap jawaban yang benar diberi skor =10
2. Skor maksimal = $10 \times 10 = 100$
3. Nilai maksimal = 100 d. Nilai siswa Rubrik

No	Uraian	Skor
1	Urutan paragraf benar	10
2	Urutan paragraf salah	0

Padangsidempuan, Maret 2020
Mahasiswa

Nadia Indah Bunga Lubis
NIM. 1620 300112

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: Madrasah Aliyah Swasta Al-Ansor Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X / II (dua)
Materi Pokok	: Recount Text
Alokasi Waktu	: 2 x 40 menit

K. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.
8. 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.

L. Kompetensi Dasar dan Indikator

- 1.6 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 1.7 Menunjukkan perilaku tanggungjawab, peduli kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 1.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
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- 1.10 Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

M. Indikator

3. Siswa dapat bercerita mengenai pengalaman atau kejadian yang telah dialami dalam berkomunikasi.
4. Siswa dapat membuat dialog yang di dalamnya terdapat pengalaman atau kejadian yang telah dialami.

N. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

5. Menunjukkan kesungguhan belajar bahasa Inggris terkait recount
6. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait recount
7. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari recount berbentuk teks dalam dialog.
8. Merespon makna terkait recount berbentuk teks dalam dialog.

O. Materi Pembelajaran

Tema: Recount

4. Definition: Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narratives
5. Generic Structure
 - Orientation: Introduce the participants, place and time.
 - Events: Describing series of event that happened in the past.

- Re-orientation: It is optional. Stating personal comment of the writer to the story.

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- Use adjective. (e.g: beautiful, slow).

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Reorientation	We woke up very late in the morning and had breakfast. In the afternoon we were all very happy.

P. Metode Pembelajaran

Jigsaw Technique

Q. Media, Alat, dan Sumber Pembelajaran

Sumber Belajar : Buku Siswa

R. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pre-reading	<p>Apersepsi</p> <ul style="list-style-type: none"> • Menyapa siswa dengan mengucapkan selamat pagi • Menanyakan kabar siswa • Mengajak siswa membaca sebelum memulai pelajaran <p>Motivasi</p> <ul style="list-style-type: none"> • Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD • Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang akan dipelajari oleh siswa 	10 menit
While-reading	<ul style="list-style-type: none"> • Guru menjelaskan tentang teks recount dan siswa diminta untuk memerhatikannya. • Guru memberikan contoh teks recount. • Guru menjelaskan recount text dan generic structure. • Siswa membaca contoh recount text. • Guru meminta siswa untuk menuliskan pengalaman pribadinya. • Siswa mengerjakan tugas yang diberikan guru. <p>Konfirmasi</p>	60 menit

	<ul style="list-style-type: none"> • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik. • Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. • Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
Post-reading	<ul style="list-style-type: none"> • Bersama sama dengan peserta didik membuat rangkuman/simpulan pelajaran • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram • Memberikan umpan balik terhadap proses dan hasil pembelajaran 	10 menit

S. Penilaian

Teknik : Tes tulis

Bentuk : Pertanyaan tertulis

Instrument : Terlampir

Answer the following questions!

1. What is the suitable title for the text above?
2. What is the main idea of paragraph 1?
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4. What is the main idea of paragraph 3?
5. What kind of that text?
6. Mention the generic structure of the text above!

7. What is tense used?
8. What is the purpose of the text?
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text?

T. Pedoman Penilaian

4. Untuk setiap jawaban yang benar diberi skor =10
5. Skor maksimal = $10 \times 10 = 100$
6. Nilai maksimal = 100 d. Nilai siswa Rubrik

No	Uraian	Skor
1	Urutan paragraf benar	10
2	Urutan paragraf salah	0

Padangsidempuan, Maret 2020
Mahasiswa

Nadia Indah Bunga Lubis
NIM. 1620 300112

APPENDIX 2

Calculation of Test Validity

$$\text{Calculation of } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

1. Mean score from score total (M_t)

$$M_t = \sum \frac{xt}{N}$$

$$M_t = \frac{1135}{15} = 75.6$$

2. Standart Deviation

$$\begin{aligned} SD_t &= \sqrt{\frac{\sum xt^2}{N} - \left(\frac{\sum xt}{N}\right)^2} \\ &= \sqrt{\frac{1288225}{15} - \left(\frac{1135}{15}\right)^2} \\ &= \sqrt{85881.6 - (75.6)^2} \\ &= \sqrt{85881.6 - 5715.36} \\ &= \sqrt{80166,24} \\ &= 283 \end{aligned}$$

3. Mean Score (M_p)

Item 1

$$\begin{aligned} M_p 1 &= \frac{\text{total score of students that true item answer}}{n 1} \\ &= \frac{43+91+84+92+85+86+82+67+54}{9} \\ &= \frac{684}{9} = 76 \end{aligned}$$

Item 2

$$\begin{aligned} M_p 2 &= \frac{\text{total score of students that true item answer}}{n 1} \\ &= \frac{43+75+75+91+92+82+94+76+60}{10} \\ &= \frac{688}{10} = 68.8 \end{aligned}$$

Item 3

$$\begin{aligned} M_p 3 &= \frac{\text{total score of students that true item answer}}{n 1} \\ &= \frac{43+75+75+91+84+92+85+86+82+94+54+76+60}{13} \\ &= \frac{997}{13} = 76.69 \end{aligned}$$

Item 4

$$\begin{aligned} M_p 4 &= \frac{\text{total score of students that true item answer}}{n 1} \\ &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\ &= \frac{862}{11} = 78.36 \end{aligned}$$

Item 5

$$\begin{aligned}
 M_p 5 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+84+92+85+86+82+94+54+76+60}{13} \\
 &= \frac{997}{13} = 76.69
 \end{aligned}$$

Item 6

$$\begin{aligned}
 M_p 6 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+67+54}{8} \\
 &= \frac{602}{8} = 75.25
 \end{aligned}$$

Item 7

$$\begin{aligned}
 M_p 7 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 8

$$\begin{aligned}
 M_p 8 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 9

$$\begin{aligned}
 M_p 9 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 10

$$\begin{aligned}
 M_p 10 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 11

$$\begin{aligned}
 M_p 11 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 12

$$M_p 12 = \frac{\text{total score of students that true item answer}}{n}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 13

$$M_p 13 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 14

$$M_p 14 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 15

$$M_p 15 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 16

$$M_p 16 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 17

$$M_p 17 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+67+54}{9}$$

$$= \frac{602}{8} = 75.25$$

Item 18

$$M_p 18 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 19

$$M_p 19 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+86+82+94+71+67+54+76}{12}$$

$$= \frac{947}{12} = 78.9$$

Item 20

$$M_p 20 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 21

$$M_p 21 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+86+82+94+71+67+54+76}{12}$$

$$= \frac{947}{12} = 78.9$$

Item 22

$$M_p 22 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 23

$$M_p 23 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 24

$$M_p 24 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 25

$$M_p 25 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 26

$$M_p 26 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 27

$$M_p 27 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 28

$$M_p 28 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 29

$$M_p 29 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 30

$$M_p 30 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 31

$$M_p 31 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 32

$$M_p 32 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 33

$$M_p 33 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 34

$$M_p 34 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 35

$$M_p 35 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 36

$$M_p 36 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 37

$$M_p 37 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 38

$$M_p 38 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 39

$$M_p 39 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 40

$$M_p 40 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 41

$$M_p 41 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 42

$$M_p 42 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 43

$$M_p 43 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+86+82+94+71+67+54+76}{12}$$

$$= \frac{947}{12} = 78.9$$

Item 44

$$M_p 44 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 45

$$M_p 45 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 46

$$M_p 46 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 47

$$M_p 47 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 48

$$M_p 48 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+84+92+85+86+82+94+54+76+60}{13}$$

$$= \frac{997}{13} = 76.69$$

Item 49

$$M_p 49 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 50

$$M_p 50 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 51

$$M_p 51 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 52

$$M_p 52 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 53

$$M_p 50 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+67+54}{9}$$

$$= \frac{602}{8} = 75.25$$

Item 54

$$M_p 50 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 55

$$M_p 55 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+84+92+85+86+82+94+54+76+60}{13}$$

$$= \frac{997}{13} = 76.69$$

Item 56

$$M_p 56 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+67+54}{9}$$

$$= \frac{602}{8} = 75.25$$

$$M_p 57 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 58

$$M_p 58 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 59

$$M_p 59 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 60

$$M_p 60 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 61

$$M_p 61 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 62

$$M_p 62 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 63

$$M_p 63 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+75+75+91+92+82+94+76+60}{10}$$

$$= \frac{688}{10} = 68.8$$

Item 64

$$M_p 64 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 65

$$M_p 65 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{75+75+91+84+92+85+86+71+67+76+60}{11}$$

$$= \frac{862}{11} = 78.36$$

Item 66

$$M_p 66 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+82+67+54}{9}$$

$$= \frac{684}{9} = 76$$

Item 67

$$M_p 67 = \frac{\text{total score of students that true item answer}}{n 1}$$

$$= \frac{43+91+84+92+85+86+67+54}{8}$$

$$= \frac{602}{8} = 75.25$$

Item 68

$$\begin{aligned}
 M_p 68 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 69

$$\begin{aligned}
 M_p 69 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+86+82+94+71+67+54+76}{12} \\
 &= \frac{947}{12} = 78.9
 \end{aligned}$$

Item 70

$$\begin{aligned}
 M_p 70 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 71

$$\begin{aligned}
 M_p 71 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+67+54}{8} \\
 &= \frac{602}{8} = 75.25
 \end{aligned}$$

Item 72

$$\begin{aligned}
 M_p 72 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 73

$$\begin{aligned}
 M_p 73 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 74

$$\begin{aligned}
 M_p 74 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 75

$$\begin{aligned}
 M_p 75 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 76

$$\begin{aligned}
 M_p 76 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 77

$$\begin{aligned}
 M_p 77 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 78

$$\begin{aligned}
 M_p 78 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 79

$$\begin{aligned}
 M_p 79 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 80

$$\begin{aligned}
 M_p 80 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 81

$$\begin{aligned}
 M_p 81 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 82

$$\begin{aligned}
 M_p 82 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 83

$$\begin{aligned}
 M_p 83 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 84

$$\begin{aligned}
 M_p 84 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 85

$$\begin{aligned}
 M_p 85 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 86

$$\begin{aligned}
 M_p 86 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 87

$$\begin{aligned}
 M_p 87 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 88

$$\begin{aligned}
 M_p 88 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 89

$$\begin{aligned}
 M_p 89 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 90

$$\begin{aligned}
 M_p 90 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 91

$$\begin{aligned}
 M_p 91 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 92

$$\begin{aligned}
 M_p 92 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 93

$$\begin{aligned}
 M_p 93 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+86+82+94+71+67+54+76}{12} \\
 &= \frac{947}{12} = 78.9
 \end{aligned}$$

Item 94

$$\begin{aligned}
 M_p 94 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 95

$$\begin{aligned}
 M_p 95 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 96

$$\begin{aligned}
 M_p 96 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 97

$$\begin{aligned}
 M_p 97 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 98

$$\begin{aligned}
 M_p 98 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+84+92+85+86+82+94+54+76+60}{13} \\
 &= \frac{997}{13} = 76.69
 \end{aligned}$$

Item 99

$$\begin{aligned}
 M_p 99 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 100

$$\begin{aligned}
 M_p 100 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 101

$$\begin{aligned}
 M_p 101 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 102

$$\begin{aligned}
 M_p 102 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 103

$$\begin{aligned}
 M_p 103 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+86+82+94+71+67+54+76}{12} \\
 &= \frac{947}{12} = 78.9
 \end{aligned}$$

Item 104

$$\begin{aligned}
 M_p 104 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 105

$$\begin{aligned}
 M_p 105 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+92+82+94+76+60}{10} \\
 &= \frac{688}{10} = 68.8
 \end{aligned}$$

Item 106

$$\begin{aligned}
 M_p 106 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{75+75+91+84+92+85+86+71+67+76+60}{11} \\
 &= \frac{862}{11} = 78.36
 \end{aligned}$$

Item 107

$$\begin{aligned}
 M_p 107 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 108

$$\begin{aligned}
 M_p 108 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+75+75+91+84+92+85+86+82+94+54+76+60}{13} \\
 &= \frac{997}{13} = 76.69
 \end{aligned}$$

Item 109

$$\begin{aligned}
 M_p 109 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

Item 110

$$\begin{aligned}
 M_p 110 &= \frac{\text{total score of students that true item answer}}{n} \\
 &= \frac{43+91+84+92+85+86+82+67+54}{9} \\
 &= \frac{684}{9} = 76
 \end{aligned}$$

4. Calculation of the formulation $r_{pb1} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

$$\begin{aligned}
 r_{pb1} &= \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}} \\
 &= \frac{76 - 75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003 \sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 2

$$\begin{aligned}
 r_{pb2} &= \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}} \\
 &= \frac{78 - 75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 3

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03\sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 4

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 5

$$\begin{aligned}
 r_{pb5} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{20.15-19}{7.44} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1.15}{7.44} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.154\sqrt{6.14} \\
 &= 0.154 \times 2.47 \\
 &= 0.399
 \end{aligned}$$

Item 6

$$\begin{aligned}
 r_{pb6} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{75.25-75}{283} \sqrt{\frac{0.53}{0.47}} \\
 &= \frac{0.25}{283} \sqrt{\frac{0.53}{0.47}} \\
 &= 0.008 \sqrt{1.12} \\
 &= 0.008 \times 1.06 \\
 &= 0.001
 \end{aligned}$$

Item 7

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 8

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 9

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 10

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 11

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 12

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 13

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 14

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 15

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 16

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003 \sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 17

$$\begin{aligned}
 r_{pb17} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{24-19}{7.44} \sqrt{\frac{0.53}{0.47}} \\
 &= \frac{5}{7.44} \sqrt{\frac{0.53}{0.47}} \\
 &= 0.67 \sqrt{1.12} \\
 &= 0.67 \times 1.06 \\
 &= 0.7102
 \end{aligned}$$

Item 18

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 19

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03\sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 20

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 21

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03\sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 22

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 23

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 24

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 25

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 26

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 27

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 28

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 29

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 30

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 31

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 32

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 33

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003 \sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 34

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 35

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 36

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003 \sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 37

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 38

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 39

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 40

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 41

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 42

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 43

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03\sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 44

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 45

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 46

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 47

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 48

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03\sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 49

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 50

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 51

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 52

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 53

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03\sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 54

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39
 \end{aligned}$$

$$= 0.013$$

Item 55

$$\begin{aligned} r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\ &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\ &= 0.03\sqrt{6.14} \\ &= 0.03 \times 2.47 \\ &= 0.07 \end{aligned}$$

Item 56

$$\begin{aligned} r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\ &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\ &= 0.03\sqrt{6.14} \\ &= 0.03 \times 2.47 \\ &= 0.07 \end{aligned}$$

Item 57

$$\begin{aligned} r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\ &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\ &= 0.01 \sqrt{1.94} \\ &= 0.01 \times 1.39 \\ &= 0.013 \end{aligned}$$

Item 58

$$\begin{aligned} r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\ &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \end{aligned}$$

$$\begin{aligned}
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 59

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 60

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 61

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 62

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}}
\end{aligned}$$

$$\begin{aligned}
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 63

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 64

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 65

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 66

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 67**Item 68**

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 69

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03\sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item70

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}}
 \end{aligned}$$

$$\begin{aligned}
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 71

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03 \sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 72

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 73

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003 \sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 74

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 75

$$\begin{aligned}
r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
&= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
&= 0.003 \sqrt{1.5} \\
&= 0.03 \times 1.2 \\
&= 0.036
\end{aligned}$$

Item 76

$$\begin{aligned}
r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
&= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
&= 0.003 \sqrt{1.5} \\
&= 0.03 \times 1.2 \\
&= 0.036
\end{aligned}$$

Item 77

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 78

$$r_{pb2} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$\begin{aligned}
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 79

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 80

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 81

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 82

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 83

$$\begin{aligned}
 r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003 \sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 84

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 85

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39
 \end{aligned}$$

$$= 0.013$$

Item 86

$$\begin{aligned} r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\ &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\ &= 0.003\sqrt{1.5} \\ &= 0.03 \times 1.2 \\ &= 0.036 \end{aligned}$$

Item 87

$$\begin{aligned} r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\ &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\ &= 0.01 \sqrt{1.94} \\ &= 0.01 \times 1.39 \\ &= 0.013 \end{aligned}$$

Item 88

$$\begin{aligned} r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\ &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\ &= 0.01 \sqrt{1.94} \\ &= 0.01 \times 1.39 \\ &= 0.013 \end{aligned}$$

Item 89

$$\begin{aligned} r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\ &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \end{aligned}$$

$$\begin{aligned}
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 90

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 91

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 92

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 93

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
&= 0.03 \sqrt{6.14} \\
&= 0.03 \times 2.47 \\
&= 0.07
\end{aligned}$$

Item 94

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 95

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 96

$$\begin{aligned}
r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
&= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
&= 0.01 \sqrt{1.94} \\
&= 0.01 \times 1.39 \\
&= 0.013
\end{aligned}$$

Item 97

$$r_{pb1} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$\begin{aligned}
&= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
&= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
&= 0.003\sqrt{1.5} \\
&= 0.03 \times 1.2 \\
&= 0.036
\end{aligned}$$

Item 98

$$\begin{aligned}
r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
&= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
&= 0.03\sqrt{6.14} \\
&= 0.03 \times 2.47 \\
&= 0.07
\end{aligned}$$

Item 99

$$\begin{aligned}
r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
&= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
&= 0.003\sqrt{1.5} \\
&= 0.03 \times 1.2 \\
&= 0.036
\end{aligned}$$

Item 100

$$\begin{aligned}
r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
&= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
&= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
&= 0.003\sqrt{1.5} \\
&= 0.03 \times 1.2 \\
&= 0.036
\end{aligned}$$

Item 101

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 102

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39 \\
 &= 0.013
 \end{aligned}$$

Item 103

$$\begin{aligned}
 r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \\
 &= 0.03 \sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 104

$$\begin{aligned}
 r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\
 &= 0.01 \sqrt{1.94} \\
 &= 0.01 \times 1.39
 \end{aligned}$$

$$= 0.013$$

Item 105

$$\begin{aligned} r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\ &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\ &= 0.01 \sqrt{1.94} \\ &= 0.01 \times 1.39 \\ &= 0.013 \end{aligned}$$

Item 106

$$\begin{aligned} r_{pb2} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{78-75}{283} \sqrt{\frac{0.66}{0.34}} \\ &= \frac{3}{283} \sqrt{\frac{0.66}{0.34}} \\ &= 0.01 \sqrt{1.94} \\ &= 0.01 \times 1.39 \\ &= 0.013 \end{aligned}$$

Item 107

$$\begin{aligned} r_{pb1} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\ &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\ &= 0.003 \sqrt{1.5} \\ &= 0.03 \times 1.2 \\ &= 0.036 \end{aligned}$$

Item 108

$$\begin{aligned} r_{pb3} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\ &= \frac{76-75}{283} \sqrt{\frac{0.86}{0.14}} \\ &= \frac{1}{283} \sqrt{\frac{0.86}{0.14}} \end{aligned}$$

$$\begin{aligned}
 &= 0.03\sqrt{6.14} \\
 &= 0.03 \times 2.47 \\
 &= 0.07
 \end{aligned}$$

Item 109

$$\begin{aligned}
 r_{pbl} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

Item 110

$$\begin{aligned}
 r_{pbl} &= \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}} \\
 &= \frac{76-75}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= \frac{1}{283} \sqrt{\frac{0.6}{0.4}} \\
 &= 0.003\sqrt{1.5} \\
 &= 0.03 \times 1.2 \\
 &= 0.036
 \end{aligned}$$

APPENDIX 5

TABLE OF VALIDITY

No	M_p	M_t	SD_t	P	Q	rpbi	r_t on 5% significant	Interpretation
						$\frac{MP-M_t}{p}$ $= \frac{SD_t}{\sqrt{q}}$		
1	76	75.6	283	0.6	0.4	0.036	0.02	Valid
2	68.8	75.6	283	0.66	0.34	0.013	0.02	Valid
3	76.69	75.6	283	0.86	0.14	0.07	0.02	Valid
4	78.36	75.6	283	0.73	0.27	0.13	0.02	Valid
5	76.69	75.6	283	0.86	0.14	0.399	0.02	Valid
6	20.16	75.6	283	0.53	0.47	0.13	0.02	Valid
7	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
8	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
9	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
10	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
11	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
12	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
13	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
14	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
15	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
16	76	75.6	283	0.6	0.4	0.36	0.02	Valid
17	19.61	75.6	283	0.53	0.47	0.7	0.02	Valid
18	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
19	78.9	75.6	283	0.8	0.2	0.07	0.02	Valid
20	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
21	78.9	75.6	283	0.8	0.2	0.07	0.02	Valid
22	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
23	76	75.6	283	0.6	0.4	0.36	0.02	Valid
24	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
25	76	75.6	283	0.6	0.4	0.36	0.02	Valid
26	76	75.6	283	0.6	0.4	0.36	0.02	Valid
27	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
28	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
29	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid

30	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
31	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
32	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
33	76	75.6	283	0.6	0.4	0.36	0.02	Valid
34	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
35	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
36	76	75.6	283	0.6	0.4	0.36	0.02	Valid
37	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
38	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
39	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
40	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
41	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
42	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
43	78.9	75.6	283	0.8	0.2	0.7	0.02	Valid
44	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
45	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
46	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
47	76	75.6	283	0.6	0.4	0.36	0.02	Valid
48	76.69	75.6	283	0.86	0.14	0.07	0.02	Valid
49	76	75.6	283	0.6	0.4	0.36	0.02	Valid
50	76	75.6	283	0.6	0.4	0.36	0.02	Valid
51	76	75.6	283	0.6	0.4	0.36	0.02	Valid
52	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
53	75.25	75.6	283	0.86	0.14	0.07	0.02	Valid
54	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
55	76.69	75.6	283	0.86	0.14	0.07	0.02	Valid
56	75.25	75.6	283	0.53	0.47	0.07	0.02	Valid
57	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
58	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
59	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
60	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
61	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
62	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
63	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
64	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
65	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
66	76	75.6	283	0.6	0.4	0.36	0.02	Valid
67	75.25	75.6	283	0.53	0.47	0.07	0.02	Valid
68	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid

69	78.9	75.6	283	0.8	0.2	0.07	0.02	Valid
70	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
71	75.25	75.6	283	0.8	0.2	0.07	0.02	Valid
72	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
73	76	75.6	283	0.6	0.4	0.36	0.02	Valid
74	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
75	76	75.6	283	0.6	0.4	0.36	0.02	Valid
76	76	75.6	283	0.6	0.4	0.13	0.02	Valid
77	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
78	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
79	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
80	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
81	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
82	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
83	76	75.6	283	0.6	0.4	0.36	0.02	Valid
84	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
85	68.8	75.6	283	0.66	0.34	0.36	0.02	Valid
86	76	75.6	283	0.6	0.4	0.36	0.02	Valid
87	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
88	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
89	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
90	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
91	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
92	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
93	78.9	75.6	283	0.8	0.2	0.07	0.02	Valid
94	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
95	68.8	75.6	283	0.66	0.34	0.13	0.02	Valid
96	76.69	75.6	283	0.73	0.27	0.13	0.02	Valid
97	76	75.6	283	0.6	0.4	0.36	0.02	Valid
98	76.69	75.6	283	0.86	0.14	0.07	0.02	Valid
99	76	75.6	283	0.6	0.4	0.36	0.02	Valid
100	76	75.6	283	0.6	0.4	0.36	0.02	Valid
101	76.69	75.6	283	0.73	0.27	0.36	0.02	Valid
102	76.69	75.6	283	0.73	0.27	0.013	0.02	Invalid
103	78.9	75.6	283	0.8	0.2	0.07	0.02	Valid
104	68.8	75.6	283	0.66	0.34	0.013	0.02	Invalid
105	68.8	75.6	283	0.66	0.34	0.013	0.02	Invalid
106	76.69	75.6	283	0.73	0.27	0.13	0.02	Invalid
107	76	75.6	283	0.6	0.4	0.36	0.02	Valid

108	76.69	75.6	283	0.86	0.14	0.07	0.02	Valid
109	76	75.6	283	0.6	0.4	0.36	0.02	Valid
110	76	75.6	283	0.6	0.4	0.36	0.02	Valid

Appendix 7

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of the Normality Test of XI-B Putri in Pre-Test

1. The score of XI-B Putri in pre-test from low score to high score

25	28	31	32	32	35	35	37	38	38
40	40	41	41	42	42	42	43	43	44
45	46	46	47	48	48	50			

2. High = 50
 Low = 25
 Range = High – Low
 = 25
 Mean = 40
 Median = 42
 Standard Dev = 6.2
 Variants = 39.5

3. Total of classes = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (27)$
 $= 1 + 3.3 (1.43)$
 $= 1 + 4$
 $= 5$

APPENDIX 8

RESULT OF NORMALITY TEST IN PRE-TEST**B. Result of the Normality Test of XI-Agama in Pre-Test**

1. The score of XI-B Putri in pre-test from low score to high score

24	24	29	30	31	31	33	36	36	37
40	42	43	43	43	43	46	47	49	49
51	51	51	52	52	53	54			

2. High = 54
 Low = 24
 Range = High – Low
 = 30
 Mean = 41
 Median = 43
 Standard Dev = 68.6
 Variants = 75.5

3. Total of classes = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (27)$
 $= 1 + 3.3 (1.43)$
 $= 1 + 4$
 $= 5$

APPENDIX 9

RESULT OF NORMALITY TEST IN PRE-TEST**C. Result of the Normality Test of XI-Agama in Pre-Test**

1. The score of XI-B Putri in pre-test from low score to high score

35	44	44	51	53	53	57	58	62	62
62	62	62	65	65	67	68	70	70	71
71	71	71	74	74	79	80			

2. High = 80
 Low = 35
 Range = High – Low
 = 45
 Mean = 62
 Median = 62
 Standard Dev = 10.7
 Variants = 115.03

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (27)$$

$$= 1 + 3.3 (1.43)$$

$$= 1 + 4$$

$$= 5$$

APPENDIX 10

RESULT OF NORMALITY TEST IN PRE-TEST**D. Result of the Normality Test of XI-Agama in Pre-Test**

1. The score of XI-B Putri in pre-test from low score to high score

28	31	31	34	34	35	36	41	41	42
43	45	46	46	46	46	47	48	48	51
52	52	53	53	57	57	58			

2. High = 58
 Low = 28
 Range = High – Low
 = 30
 Mean = 44
 Median = 46
 Standard Dev = 8.2
 Variants = 69.8

3. Total of classes = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (27)$
 $= 1 + 3.3 (1.43)$
 $= 1 + 4$
 $= 5$

APPENDIX 11

RESULT OF NORMALITY TEST IN
PRE-TESTA. Result of the Normality Test of XI-
B Putri in Pre-Test

NO	PRE TEST	z	Fz	Sz	Fz-Sz
1	25	-2,34	0,01	0,04	0,03
2	28	-1,87	0,03	0,07	0,04
3	31	-1,40	0,08	0,11	0,03
4	32	-1,24	0,11	0,19	0,08
5	32	-1,24	0,11	0,19	0,08
6	35	-0,77	0,22	0,26	0,04
7	35	-0,77	0,22	0,26	0,04
8	37	-0,46	0,32	0,30	0,03
9	38	-0,31	0,38	0,37	0,01
10	38	-0,31	0,38	0,37	0,01
11	40	0,01	0,50	0,44	0,06
12	40	0,01	0,50	0,44	0,06
13	41	0,16	0,56	0,52	0,05
14	41	0,16	0,56	0,52	0,05
15	42	0,32	0,62	0,63	0,00
16	42	0,32	0,62	0,63	0,00
17	42	0,32	0,62	0,63	0,00
18	43	0,47	0,68	0,70	0,02
19	43	0,47	0,68	0,70	0,02
20	44	0,63	0,74	0,74	0,01
21	45	0,79	0,78	0,78	0,01
22	46	0,94	0,83	0,85	0,02
23	46	0,94	0,83	0,85	0,02
24	47	1,10	0,86	0,89	0,02
25	48	1,25	0,90	0,96	0,07
26	48	1,25	0,90	0,96	0,07
27	50	1,57	0,94	1	0,06
	Highest Score	50			
	Lowest Score	25			
	Sum	1079			

	Mean Score	40			
	Median	41			
	L HITUNG	0,078			
	L TABEL	0,173			
	STANDART DEVIASI	6,41			

B. Result of the Normality Test of XI-C Putri in Pre-Test

NO	PRE TEST EX	Z	FZ	SZ	FZ-SZ
1	24	- 1,91	0,028	0,074074	0,046066
2	24	- 1,91	0,028	0,074074	0,046066
3	29	- 1,35	0,089	0,111111	0,022027
4	30	- 1,23	0,109	0,148148	0,039457
5	31	- 1,12	0,131	0,222222	0,090997
6	31	- 1,12	0,131	0,222222	0,090997
7	33	- 0,89	0,185	0,259259	0,073819
8	36	- 0,56	0,289	0,333333	0,044272
9	36	- 0,56	0,289	0,333333	0,044272
10	37	- 0,44	0,329	0,37037	0,041571
11	40	- 0,10	0,458	0,407407	0,050965
12	42	0,12	0,548	0,481481	0,066776
13	42	0,12	0,548	0,481481	0,066776
14	43	0,23	0,593	0,62963	0,03706
15	43	0,23	0,593	0,62963	0,03706
16	43	0,23	0,593	0,62963	0,03706

17	43	0,23	0,593	0,62963	0,03706
18	46	0,57	0,717	0,703704	0,012925
19	46	0,57	0,717	0,703704	0,012925
20	47	0,69	0,754	0,740741	0,012825
21	49	0,91	0,819	0,814815	0,004182
22	49	0,91	0,819	0,814815	0,004182
23	51	1,14	0,872	0,888889	0,016586
24	51	1,14	0,872	0,888889	0,016586
25	52	1,25	0,894	0,925926	0,031531
26	53	1,36	0,914	0,962963	0,049382
27	54	1,48	0,930	1	0,069966
	Highest Score	54			
	Lowest Score	24			
	Sum	1105			
	Mean Score	41			
	Median	42			
	L HITUNG	0,069			
	L TABEL	0,173			
	STANDART DEVIASI		8,86		

C. Result of the Normality Test of XI-B Putri in Prost-Test

NO	POST TEST C	Z	FZ	SZ	FZ-SZ
1	28	-1,93	0,03	0,04	0,01
2	31	-1,58	0,06	0,11	0,05
3	31	-1,58	0,06	0,11	0,05
4	34	-1,23	0,11	0,19	0,08

5	34	-1,23	0,11	0,19	0,08
6	35	-1,11	0,13	0,22	0,09
7	36	-1,00	0,16	0,26	0,10
8	41	-0,41	0,34	0,33	0,01
9	41	-0,41	0,34	0,33	0,01
10	42	-0,29	0,39	0,37	0,02
11	43	-0,17	0,43	0,41	0,02
12	45	0,06	0,52	0,44	0,08
13	46	0,18	0,57	0,59	0,02
14	46	0,18	0,57	0,59	0,02
15	46	0,18	0,57	0,59	0,02
16	46	0,18	0,57	0,59	0,02
17	47	0,30	0,62	0,63	0,01
18	48	0,41	0,66	0,70	0,04
19	48	0,41	0,66	0,70	0,04
20	51	0,77	0,78	0,74	0,04
21	52	0,88	0,81	0,81	0,00
22	52	0,88	0,81	0,81	0,00
23	53	1,00	0,84	0,89	0,05
24	53	1,00	0,84	0,89	0,05
25	57	1,47	0,93	0,96	0,03
26	57	1,47	0,93	0,96	0,03
27	58	1,59	0,94	1,00	0,06
	Highest Score	58			
	Lowest Score	28			
	Sum	1201			
	Mean Score	44			
	Median	46			
	L HITUNG	0,100			
	L TABEL	0,173			
	STANDART DEVIASI	8.85			

A. Result of the Normality Test of XI-C Putri in Post-Test

NO	POST TEST EX	Z	FZ	SZ	FZ-SZ
1	35	-2,56	0,01	0,04	0,03

2	44	-1,74	0,04	0,11	0,07
3	44	-1,74	0,04	0,11	0,07
4	51	-1,10	0,14	0,15	0,01
5	53	-0,91	0,18	0,22	0,04
6	53	-0,91	0,18	0,22	0,04
7	57	-0,55	0,29	0,26	0,03
8	58	-0,46	0,32	0,30	0,03
9	62	-0,09	0,46	0,48	0,02
10	62	-0,09	0,46	0,48	0,02
11	62	-0,09	0,46	0,48	0,02
12	62	-0,09	0,46	0,48	0,02
13	62	-0,09	0,46	0,48	0,02
14	65	0,18	0,57	0,56	0,02
15	65	0,18	0,57	0,56	0,02
16	67	0,37	0,64	0,59	0,05
17	68	0,46	0,68	0,63	0,05
18	70	0,64	0,74	0,70	0,04
19	70	0,64	0,74	0,70	0,04
20	71	0,73	0,77	0,85	0,08
21	71	0,73	0,77	0,85	0,08
22	71	0,73	0,77	0,85	0,08
23	71	0,73	0,77	0,85	0,08
24	74	1,01	0,84	0,93	0,08
25	74	1,01	0,84	0,93	0,08
26	79	1,46	0,93	0,96	0,03
27	80	1,56	0,94	1,00	0,06
	Highest Score	80			
	Lowest Score	35			
	Sum	1701			
	Mean Score	63			
	Median	62			
	L HITUNG	0,084			
	L TABEL	0,173			
	STANDART DEVIASI	10.92			



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1. Dr. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd (Pembimbing II)

di -Padangsidimpuan


Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Nadia Indah Bunga Lubis
NIM	: 1620300112
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Judul Skripsi	: THE EFFECT OF JIGSAW TECHNIQUE ON READING RECOUNT TEXT MASTERY AT THE ELEVENTH GRADE STUDENTS OF PESANTREN AL-ANSOR PADANGSIDIMPUN


Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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22 Maret 2021

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Dengan hormat, bersama ini kami sampaikan bahwa

Nama Nadia Indah Bunga Lubis
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 Program Studi Tadris/Pendidikan Bahasa Inggris
 Fakultas Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Jigsaw Technique on Reading Recount Text Mastery at the Eleventh Grade Students of Pesanteren Al-Ansor Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk membenarkan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih

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 IAIN PADangsidempuan
 Di
 Tempat

Dengan Hormat,
 Berdasarkan surat Dekan Fakltas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan
 Nomor: B-325/In.14/E.1/TL.00/03/2021 Tanggal 20 MAret 2021, tentang Mohon Izin
 Penelitian Penyelesaian Skripsi mahasiswa IAIN Padangsidempuan di Madrasah Aliyah
 Al-Ansor, atas nama:

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 Judul Penelitian : "The Effect Of Jigsaw Technique On Reading Recount Text
 Mastery At The Eleventh Grade Students Of Madrasah
 Aliyah Swasta Al-Ansor Padangsidempuan"

Dengan ini kami sampaikan bahwa nama yang tersebut diatas benar telah melakukan
 penelitian di Madrasah Aliyah Swasta Al-Ansor.

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan seperlunya.

