

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection. With the teaching process, students will get knowledge. There is much that can be taught to students. One of them is language. There are many languages in the world like Mandarin Chinese, Spanish, Arabic, Malay, Russian, Bengali, and others. One of them is English.

English is one of language which is used by almost all countries in this world. Many people who come from different country can get interaction each other by using English. Beside that, English is used in technologies, industries, and sciences, all the procedures are written in English. In trading, the seller and the buyer also speak in English. English has so many purposes in daily life, so it is taught in the world included in Indonesia.

In Indonesia, English becomes the first foreign language which is taught in many schools started from elementary to university level. Learning teaching must have teaching must have methods. with the method, the target in learning will be achieved. There are many methods that teachers use in teaching English. for

example, Grammar Translation Method (GTM), Silent Ways, Audio Lingual Method, Total Physical Response. One of them is Jigsaw Method.

Jigsaw method is designed to increase students' sense of responsibility towards their own learning and also the learning of others. Students not only provide the material given, but also must provide the material delivered to the group. It is needed both by students with social good. This Jigsaw learning model is based on humanistic learning theory, because humanistic learning theory explains about the nature of each human being is unique, has individual potential and encourages internal development and determines behavior. Jigsaw teaching techniques can be used in reading, writing, listening or speaking ignition.

Writing skill is basic one in learning English process. Teaching writing for students can improve language learning, because students start from what they think to write. The purpose of teaching writing is to help the students' writing skill to express their idea. There are some genres in English writing such us Joke, Yarn, Occount, Analysis, Headlines, Recount, Narrative, Process, Descriptive, Persuasive, Argumentative, Summation, and assessment.

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount text also is used to retell event or experiences in the past.

Based on the writer's experience when did observation at Sma Negeri 1 Dolok Panribuan of first grade, The students said writing was one of the hardest skill from all the English skill. They said it was really difficult to arrange the sentence with correct grammar.

According to Miftahul Huda (2012: 118) Jigsaw is the model of teaching learning where the students are set up in teams; each team member is responsible for mastering part of the learning material and teaching that part to the other team members.

Table 1.1.1
The result of the pre-observation

NO	Student's Name	Score
1	Beni Simanjuntak	45
2	Cahyani Hulu	50
3	Citra Yunita Nainggolan	55
4	Daniel Simamora	60
5	Debora Tambunan	55
6	Febriani Gultom	35
7	Glory H.Napitupulu	45
8	Jeremia Sihotang	45
9	Juwita Sipayung	55
10	Junita Pakpahan	55
11	Mas Melinda Laila	60
12	Oktavia Hutasoit	55

13	Oloan Simanjuntak	65
14	Rut Simanjuntak	65
15	Sarah Nainggolan	45
16	Sarinalba Pakpahan	50
17	Sartika Nadeak	55
18	Sere Jupita Sinaga	70
19	Sri Mersi	65
20	Stevani Kudadiri	60

Total Score = 1.135

Total data = 20

Mean = $1.135/20= 57$

From the analysis of the student's writing test, they still lack in writing skill. And the observation above the writer found that 60% the students got 45-55 score and 40% the students got 60-70 score. They did not reach Kriteria Ketuntasan Minimal/KKM, as while KKM in SMA Negeri 1 Dolok Panribuan is 75. Based on the background of the study above, the writer will conduct study titled: "The Effect of Jigsaw Method on Writing Recount Text of the First Grade Students Year 2019/2020 at Sma Negeri 1 Dolok Panribuan".

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study formulated as following: "Does using jigsaw method affect writing recount text of the first grade students Year 2019/2020 of Sma Negeri 1 Dolok Panribuan?

1.3 The Objective of the Study

The objective of the study are to find out whether the Effect of Jigsaw Method on Writing Recount Text of the First Grade Students Year 2019/2020 at Sma Negeri 1 Dolok Panribuan.

1.4 The Scope of the Study

In the Scope, the writer made the limitation. There are some methods of cooperative learning structures, they are Team line up, Round robin, Circle the sage, Group discussion, Three steps interview, Think-pair-share, Jigsaw, Corners, Guess-the-fib, Inside-outside circle and Spend-a-buck. But in this study the writer focus on the implementation of Jigsaw method on the student's writing recount text.

In this study the writer uses recount text. Recount text consists of defenition, purpose, generic structure and language features. But in this study, the writer focuses on the generic structure. The generic structure of the recount text is orientation, event and re-orientation.

1.5 The Significances of the Study

There are two kinds of significances in a scientific study. The are two significances of the study are stated as the following:

1.5.1 Theoretically,

1. The result of the study can be used as a choise in English teaching and learning procedures.
2. The result of the study can be used as the model for those who want to conduct a research in teaching English.

1.5.2 Practically,

1. The writer knows more about the effect of jigsaw method in teaching recount text.
2. The next researchers who are interested with the same topic can used as a reference.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a study, there are some theories are needed to explain some concept and terms applied in the research concerned. This study also uses some concerns and terms that need to be theoretical explained. The theoretical elaboration on the concepts and terms used will be presented in this following part.

2.2 English

English is a global language and used in education, technology, social, status, and modernization. Wiericka (2014:4) English is a language of global significance, it is not a neutral instrument or one that, unlike other languages, carves nature at its joints and that if this is not recognized, English can at times become a conceptual prison". The definition above explains that English is a language that is used worldwide. It can also be explained that English is an international subject.

According to Brown (2000:118) English is not frequently learned as a tool for understanding and teaching US or British cultural values. Instead, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research". The definition above explains that English is an international language that is used to understand

American culture and is also used in the fields of business, transportation, education internationally.

The writer concludes that English is one of language which used worldwide to connect people of various regions and diverse background. English has four skills, they are listening, speaking, reading, and writing skills. All the skills should be simultaneously achieved by the students.

2.3 Writing

Writing is one of English basic skill which is important besides listening, speaking and reading. It is a way for communicating with others. Sometimes the act of writing helps writer to clarify their own thoughts and organize ideas becomes a text or a paragraph. According to Michael (2003:9), writing is an activity which can seriously damage your health. It can consume huge amounts of time and energy, but writing is the truth about your chances of success when you bang your head against the brick wall of publishers' indifference. Based on the definition above explained that writing is a tiring and exhausting activity but can lead you to success.

Siahaan (2014:2) stated that writing is a written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers. Based on the definition above, it is explained that writing is one of the skills written in which provides information to the reader.

The writer concludes that writing is an activity to convey an idea or good ideas. By writing means creating a bridge to communicate with yourself and others. Writing habits will hone and sharpen the ability of oneself in written

language. By writing will help others in dealing with and solving problems similar to those faced by the author. Writing is also actually a development process. In developmentprocess, the students try to express their ideas well with the teachers'guidance. The teachers have to provide them with chance to create theirown meaning within a positive and cooperativeenvironment. So, theyneed to practice more and more.

2.3.1 Criteria of a Good Writing

In order to measure how should be a good writing is, it is important for learners to know what is the criteria or characteristic of a good writing is itself. Siahaan (2014:105) stated that a good writing has the important elements of unity and coherence as the following :

1) Unity

Unity is one of the logical aspects of a good writing. It refers to the type of the supporting senetences used in the paragraph. It refers to the relevant data used in the paragraph. This aspect can be improved before, while and after writing the draft of the paragraph. The writer must be aware of this aspect to write a good paragraph well.

For example:

THE HUMAN BODY

(1) The human body is a wonderful piece of work that nature has created. (2) It is not beautiful like the body of a butterfly or peacock but it is shaped practically. (3) It can do many types of work which other animals cannot. (4) It is not strong like the body of a tiger. (5) But in place of physical strength it has a big and sharp brain. (6) By using this brain the human physique has been able to overcome many of its limitations. (7) By sitting in an aeroplane it flies faster than a kite, by riding a motorcycle it travels faster than a leopard, and by firing a machine gun it fights much better than a tiger. (8) In spite of all this, the human body suffers from many diseases because it has a weakness for habits such as smoking, drinking and overeating. (9) When it is healthy the body can give great pleasure but when it is sick it can cause great pain. (10) The wise man would always keep his body fit because a healthy mind can work only in a healthy body.

- The first sentence states the main idea of the paragraph and claims the superiority of the human body over the rest of the creation. It enables the reader to expect the following ideas in the paragraph that explain and illustrate the qualities and attributes of the human body.
- The second, third, fourth, fifth, sixth, and seventh sentences compare, contrast, elucidate and justify the main idea or topic sentence. They establish the main theme with logical explanations and transitions. They create a graphic picture in the minds of the reader with suitable and

appropriate language expressions. In brief, they develop the main idea of the paragraph.

- The eighth and the ninth sentences interpret and analyze the limitations of the human body and prove the strength of the topic sentence. They, further, lead the main idea into a concluding thought. Finally, the tenth sentence concludes with the idea that the human body should be well preserved for a proper functioning of the system and that a healthy mind can work only in a healthy body. Thus the paragraph, The Human Body, is a unified and coherent paragraph.

According to Oshima and Houge (1988:17) unity means that a writer discusses only one main idea in each paragraph. If the writer starts to discuss a new ide, she has started a new paragraph. Every supporting sentence in 24 paragraph must be directly related to the main idea. Any information that does not directly support the topic sentence should not be included. Meanwhile, Buscemi (1999:29) argues that a piece of writing is unified if it contains only those details that jelp develop, explain or support the central idea. Writing that lacks unity makes it difficult for reader to determine exactly what you are trying to say

The writer concludes that unity is one aspect that is noticed when before, during and after writing. Unity refers to the unity of one sentence to another sentence.

2) Coherence

The paragraph coherence refers to the smooth flow of ideas in a paragraph that can be achieved in two ways. The first way is from the logical arrangement

of the sentences in the paragraph. The second way is by using structural words. By using these ways, the paragraph is easy to read and comprehend because the supporting sentences are in logical order and idea is connected using appropriate transition signals.

For example:

Credit cards are convenient, but dangerous. People often get them in order to make large purchases easily without saving up lots of money in advance. This is especially helpful for purchases like cars, kitchen appliances, etc., that you may need to get without delay. However, this convenience comes at a high price: interest rates. The more money you put on your credit card, the more the bank or credit union will charge you for that convenience. If you're not careful, credit card debt can quickly break the bank and leave you in very dire economic circumstances!

- Topic Sentence. The paragraph starts with a very clear, declarative topic sentence, and the rest of the paragraph follows that sentence. Everything in the paragraph is tied back to the statement in the beginning.
- Key terms. The term “credit card” appears repeatedly in this short paragraph. This signal tells the reader that this paragraph discusses the problem of cards. Similarly, the word convenience (and related words) are also peppered throughout. In addition, the key term “danger” appears in the topic sentence and is then explained fully as the paragraph goes on.
- Defined terms. For most readers, the terms in this paragraph will be quite clear and will not need to be defined. Some readers, however, might not

understand the term “interest rates,” and they would need an explanation.

To these readers, the paragraph will seem less coherent!

- Clear transitions. Each sentence flows into the next quite easily, and readers can follow the line of logic without too much effort.

Coherence manages the elements in the sentences and paragraph into orderliness, sequence, and clarity. A text is coherent when the ideas in the text give it sense of semantic unity (Tannen, 1993:37). Meanwhile, Bram (1995:21) says that coherence plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. Each sentence moves on naturally.

The can be concluded that coherence is element in a sentence and contains smoothly-connected ideas.

2.3.2 Writing Process

Writing is one of the language skills which informs ideas, opinions, and soon in the written form. It is one of the communication means and it is also one of the language skills that should be known for learning language. Writing can also enable to express feelings and observations to others. In writing, there are always process and product. The process writing activity will encourage the ideas that learning to write correctness and completeness. From the process, a product will be created that is writing itself.

Harmer (2004:4) stated that the writing process is the stage that a writer goes through in order to produce something (a written text) before to be final draft, they are :

- 1) Planning

At this stage, the writer must think about main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or the argument.

2) Drafting

After finishing the planning, the next step is drafting. Do not worry if you stray off topic in places even the greatest writer produces their finished manuscript. As you write, the first on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to :

- 1)) Start with topic sentences that state the main ideas, including some sentences that support the main idea.
- 2)) Stick the topic does not include information that does not directly support the main idea.
- 3)) Arrange the sentences so that the other ideas make sense.
- 4)) Use original words to help the reader understands how the ideas in your paragraph are connected.

3) Editing (Revising)

Editing is an extremely entailed process and its best when performed by a professional. It is almost impossible to write a perfect paragraph on the first try.

The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edits the own or their peer's work for grammar, punctuation, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

Writing process is an approach to teaching writing that allows the teacher and the students to go through the process of producing a text together. In writing process , students have the chance to think about what they are going to write, produce draft, revise, edit, and give and receive feedback on their work before coming up with the final version of the text. A process approach to writing contrast with a product approach, where the main idea is to reproduce a model text.

2.3.3 Teaching Writing

The aim of teaching writing is to help students deal with writing in their real life. Yet there is a huge variety of types of writing in our real life. It is suggested the teachers choose some of the writing situations that largely feature the students' daily activities. Harmer (2004:12) stated that to create a well-formed and effective text, sudents should know how text are organized, and the lexicogrammatical patterns used. It involves the social purposes of the text type, the kinds of situation, who the probable audience is, what readers are likely to know, and the roles and relationships of the text users, the types of textual variation, and how the genre is related to the target context.

The writer concludes that making a good text students must know the shape, composition, purpose of the text. So the reader can read correctly and get the information

2.3.4 Paragraph

Paragraph is a short part of a text, consisting of at least one sentence and beginning on a new line. It usually deals with a single event, description, idea, etc. According to Sanggam Sahaan (2015:4) a paragraph is a piece of written text. It contains several sentences.

Those sentences can be classified into three parts. They are the beginning, the body, and the ending. As a text, a paragraph contains several sentences which can be classified into the three parts:

- 1) The first part of a paragraph is called the beginning. It commonly has only one sentence. It is the most important sentence in the paragraph. It functions as the introductory sentence. Technically it is also called as the topic sentence (TS).
- 2) The second part is called the body. It contains several supporting sentences (SS). Each of them elaborates the topic sentence. Writers usually classify them into some types according to their function. The first type is called the major supporting sentences (MjSS). Each of them is about the main point of the elaboration of the topic sentence. They are directly related to the topic sentence. A good paragraph has several major supporting sentences. The second type is called the minor supporting sentence (MnSS). A major supporting sentence may have one or more than one minor supporting sentences. Each of them is about the major supporting sentence they elaborate. They directly relate to the

major supporting sentence. They also elaborate the topic sentence, but they indirectly relate to it. In a complicated paragraph, a minor supporting sentence may also have one or more than one sub-minor supporting sentences.

3) The third part is called the ending. It is a complete sentence. It concludes the development. It closes the paragraph. As the ending it is always at the end of the paragraph. Technically, it is also called as the concluding sentence (CS). It can be defined then that a paragraph is a piece of writing, which contains a topic sentence, some supporting sentences, and a concluding sentence.

Oshima and Hogue (1983:3) stated that paragraph is a basic unit of organization in writing which a group of related sentences develops one main idea,

The writer concludes that paragraph is a set of sentences that are interrelated between one sentence with another sentence. Paragraphs are also referred to as brief essays, because in this form the writer pours out his ideas or thoughts so as to form a topic or theme whatever.

2.3.5 Genre of Writing

Genre or genre theory as it has been developed in literacy education is an organizing concept for cultural practice. Genre, in this model, refers to “classifications according to external sociocultural evidence”, whereas text type is classified ‘according to [the] internal linguistic features of a text’ (ibid.: 149).

According to Sanggam Siahaan (2007:1) there are some kinds of genres of text, they are:

- 1) Spooft

In the English culture , people often use a series of events in a certain process to tell a spoof. They do it by twisting some of the event in the process. The purpose of twisting the event is to create a humor accordingly, people twist a series of event in a process to create text.

For example:

One day an old man stood up on a bus halt. He looked waiting something. Then he asked to a young man near him, “Excuse me, what time is the bus to Bandung?”

“5 minutes later,” the young man answered. “What about the bus to Semarang?” the old man asked again. “Around 10 minutes later,” the young man answered briefly. “Where are you going to go, Sir?”

“I just wanna cross this street. I’m afraid they hit me,” the old man answered then walked crossing the street.

2) Yarn/Recount

Yarn is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a yarn is similar to the way a narration is written. Specifically, a yarn is written out to inform an event or to entertain people.

For example:

Climbing of Merapi Mountain

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. It was so

dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience i had ever done so far.

After all, that was my great experience I had ever have.

3) Occount

An occount is a text which can be written out with a descriptive technique. It describes an onject to the readers. The length of the text depends on the specific details of the object being described.

For example:

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

4) Analysis

Analysis is expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expost the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object.

For example:

Text Analysis Papers

For five of the six texts you read this semester, you will be expected to hand in a corresponding text analysis paper. A text analysis paper will focus upon an area of the work that you find interesting, significant, or feel merits discussion. A text

analysis paper should be fairly formal, and should genuinely attempt to shed light on one or more aspects of the work. You may discuss the significance of character, plot, setting, symbol...whatever catches your fancy. Overall, I am looking for interesting and original insights concerning the reading assignment.

An ideal text analysis will be 2 pages in length, double-spaced, and typed. Your paper will explore a problem or point of interest created by a work of literature (this includes, but is not limited to, character motivation, thematic elements, contextual significance, culture, symbol, irony, etc.). Your ideas and insights will be based on information from the pages in the text we have read so far (outside research is encouraged, but not at all necessary), calling upon specific examples to illustrate the idea or issue you are exploring. Your grade will be based on the quality and depth of your insights, and on the use of specific textual evidence as support. Avoid the obvious. Take risks--Make it interesting! This is an issue that the class may be asked to discuss at a later date.

Possible starting places for your text analysis include an author's life, politics, the social context of the work, philosophical musings, how and why the work evokes a particular feeling in you, cultural relevance, or the components of the text such as the significance of setting, narrative voice, imagery, or symbolism. Or, perhaps you will read a critical approach to the text and use it as a springboard for your own ideas (the library database *Contemporary Literary Criticism Select* is often a nice starting place). Or, you may wish to explore the relationship between various elements of the text (How does setting influence character?). Or, perhaps you would like to build on an idea touched on in class discussion. As we move on into

the later weeks of the course, you may even wish to direct your questions toward identifying patterns between texts, and asking what the significance of these patterns might be.

The Dos and Don'ts of Text Analysis Papers:

DO NOT: Only summarize plot	DO: Analyze the thematic and symbolic significance of events in the story
DO NOT: Say you didn't like a character	DO: Explain <i>how</i> a character was unlikable, how that effects the reading experience, and <i>why</i> that may or may not have been the author's intent
DO NOT: Generalize and provide vague reasons behind your Text Analysis	DO: Use specific examples from the text(including quotes, if significant).
DO NOT: Make superficial, obvious insights (poor thesis: <i>The Bluest Eye</i> is about the struggles of growing up.)	DO: Think deeply, and look closely into the work. Notice things that a casual reader would not.
DO NOT: Simply repeat ideas mentioned in class by the instructor or by other students.	DO: Build off ideas mentioned in class, adding your own thoughts and insights to the discussion.

5) Headlines

A headline is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer informs people about events of the day which are considered newsworthy or important.

For example:

Cats

Cats also called the domestic cat or house cat (with its scientific name: *Felis silvestris catus* or *Felis catus*) is a type of carnivorous mammal of the family Felidae. The word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Cats are considered as "perfect carnivore" with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non-vegetable substance. Bears and dogs sometimes eat berries, roots, or honey as a supplement, while cats only eat meat, usually freshly killed prey. In captivity, cats cannot adapt to a vegetarian diet because they cannot synthesize all the amino acids they need from plant material; it is in contrast with domesticated dogs, which commonly are fed a mixture of meat and vegetables and sometimes it can adapt to a completely vegetarian meal.

6) Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

For example:

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, “Friend, what did the bear whisper into your ears?” The other friend replied, “Just now the bear advised me not to believe a false friend”.

Moral of the Story – A true friend in need is a friend indeed.

7) Persuasion

Persuasion is a written English text in which the writer persuades people that something should or not be the case.

For example:

"Plastic is incredibly versatile and long-lasting, finding its way into every corner of our lives. But the very qualities that make plastic so useful also make it a huge problem. Cheap and disposable, plastic has been a symbol of our throwaway culture.

"As a result, vast quantities pollute our world. Much of it flows into the oceans, turning them into a plastic soup. A truckload of plastic enters the ocean every single minute and UK supermarkets produce 800,000 tonnes every year. With production increasing, that's set to rise."

8) Elucidation

Elucidation is a written English text in which the writer explains the processes involved in the information or workings of natural or social cultural phenomena.

For example:

How To Make Lemon Tea

Ingredients:

- 1 bag of Teabag
- 2 pieces of Lemon Orange
- 2 tsp of sugar
- 6 Ice Cubes

- 50 ml of hot water
- 150 ml of cold water

Steps:

1. Brewed Tea bag in 50 ml of hot water.
2. Add sugar, and then stir until evenly distributed.
3. Squeeze the lemon. Then, pour lemon juice into the tea.
4. Add ice cubes and add 150 ml of cold water.
5. Stir until the lemon juice mixes with the tea.
6. Add lemon slices as decoration.
7. Ice Lemon Tea is ready to be served.

9) Argument

Argument is a written English text in which the writer presents some points of view about an issue.

For example:

Without Alcohol, The World Would Be a Better Place

It was 8:54 p.m. on a warm Sunday evening in mid-July. Westlake Middle Schooler Abigail Parnas was walking home from her Nana's house alongside her mother. Engrossed in her new iPad, they didn't hear the speeding car. Both she and her mother were mowed down by a 2018 Mercedes-Benz G-Class SUV. They died instantly.

A 32-year-old woman who was upset over an argument she had with her husband proceeded to drink two bottles of wine and then get behind the wheel to buy a third. She took their lives in less time than it takes to say, "Cheers." If alcohol was banned, there would be a reduction in violent crimes and a diminished number of vehicular manslaughter cases. More to the point, the ever-popular Abigail would still be alive.

Every day, nearly 30 people die, thanks to drunk-driving crashes (Wilson, 2019, p. 45). That equals one person every 48 minutes. In less time than it takes someone to watch the latest episode of Game of Thrones, someone will be killed due to drunk driving.

If a high school student begins drinking alcohol during these formative years, they become five times more likely to drop out of school (Perry, 2018, p. 13). Worse, since alcohol lowers one's inhibitions, it is likely to lead to even greater disasters, including drug abuse and unsafe sexual encounters.

People all over the world drink to celebrate happy occasions. They also drink with friends after a difficult day. Social drinkers ingest wine or beer while preparing dinner, watching a movie, sitting out on the back patio, enjoying a picnic, dining downtown, and more. Why is alcohol so pervasive if it is a choice? Why do so many people choose to drink it? Are more people dependent than they realize?

Over 17 million Americans have alcohol use disorders (Legg, 2019, p. 78). Not every heavy drinker will become a full-fledged alcoholic, but alcoholism is a

progressive disease. So, the more people rely on it "in good times and in bad," the more likely they are to develop a dependency.

It's easy to argue that the entire population does not have to be restricted from alcohol simply because certain people cannot control their intake. However, what if the gateway to bad decisions was removed? After all, alcohol is an addictive substance. Why should it be placed in anyone's hands as a tempting invitation to death's door? Even if someone is a moderate drinker, alcohol serves no health purposes. With every sip, partakers are ingesting ethanol, the same thing that is pumped into the gas tanks of cars.

That 32-year old woman went from a life of luxury to life in prison with only one hour of sunlight. She eats slosh for breakfast, unidentifiable meat for lunch, and soggy potatoes for dinner. No one comes to visit her. She hasn't laid eyes on her husband or children in over a decade. Prison psychologists can't break her of her self-imposed silence.

Her father died of cirrhosis of the liver. Her father's father fell off the back of a pickup truck in a drunken stupor, cracked open his skull, and died before his legs hit the ground. Every day, she lies in bed wondering when she'll die, too. In a world without alcohol, she still would have made plenty of bad decisions, but she never would have landed in a prison cell because she took the lives of sweet Abigail and her loving mother.

2.4 Recount Text

A recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. The definition above explains that the recount text is a text that contains events in the lighting period where the aim is so that the reader knows how to describe the event (Anderson, 1997: 49)

Knapp and Watkins (2005: 223) stated that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

The writer concludes that recount text is a type of text in English that tells a story, action, or activity. Usually, the recount text tells about someone's experience. The purpose of recount text is to entertain the reader.

2.4.1 The Social Function of Recount Text

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). In a simple word the purpose of recount text is To retell past experience

2.4.2 Generic Structure of Recount Text

Each genre or type of text, surely cannot be passed with the term generic structure. This term is used to show how the author of the text composes his writing so that the message and its meaning are more easily conveyed to the reader. The following is a generic structure of recount text in English

1) Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

2) Events

Tell what happened in chronological sequence.

3) Re-orientation

Consists of optional-closure of events

Table 2.4.2.1

Example of Recount Text

Title	My Vacation with My Beloved People
Orientation	One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.

Event	<p>The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.</p>
Re-orientation	<p>On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered sruit, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.</p>

2.4.3 Language Features of Recount Text

Language features literary means analyzing language. Language feature helps you to understand what the writer is saying. Recount text has some language features, they are:

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

For example:

- Last night I played my guitar loudly
- She kissed me on the cheek.
- She had cleaned that house.
- They were eating my cooking.
- Using temporal sequence, e.g. On Saturday, On Monday, On Sunday

For example:

- I saw my boyfriend on Saturday
- She was born on the 31st of July
- Focus on specific participant
 - The writer made sad ending in that movie
- Using the conjunctions, such as: then, before, after, etc.

For example:

- My friend and I get together to watch a movie after he finishes work.
- I pick out some snacks before he arrives
- Using action verb, e.g. went, stayed

For example:

- We went to zoo last week

2.5 Jigsaw Method

2.5.1 The Definition of Jigsaw Method

According to Isjoni (2014:54), jigsaw is one type of cooperative learning which encourages the students to be active and help each others in understanding materials for getting maximal achievement. it means, Jigsaw method is a method used by teachers with the aim that students can learn actively that ultimately reach maximum targets

Cox and Johanson (2008:7) points out that jigsaw is an effective collaborative learning activity designed to increase personal responsibility for learning. It is also an efficient strategy for extending the breadth and depth of learning as students can “teach one another” multiple concepts simultaneously during the same class session. It means Jigsaw is a method used by teachers to improve students' understanding of the material taught by socializing to other students

Jigsaw technique is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective (Brown, 1994: 179 in Anonymous, 2010:17). The jigsaw method provides students with the opportunity to be actively involved with the learning process. With multiple exposures to this method, students should feel more comfortable with their roles. Some type of evaluation of the cooperative group could increase its effectiveness by adding accountability to each individual for the group's performance (Maden, 2011:912).

- Jigsaw technique is a cooperative learning technique appropriate for students from 3rd to 12th grade. This technique is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity (Adams, 2013:65-66). According to Huda (2015:118), in this technique, each groups “make competition” to get group reward. Reward is gotten based on individual performance of each groups. Each groups will get adding points if their groups are be able to show the improvement of performance (than before) while answering the quiz. Jigsaw can be used whenever the material, for example, in the written descriptive form. It is most appropriate in such subjects as social studies, literature, some part of science and related areas in which concepts rather than skills are the learning goals (Slavin, 2009 in Mauludi, 2011:6). As conclusion, Jigsaw is a remarkably efficient way to learn the material. However, even more important, the Jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.

That can be conclude that Jigsaw is a type of cooperative learning model consisting of heterogeneous learning teams. These heterogeneous learning groups are called basic groups. Each group member in one basic group will get a different topic from another group

2.5.2. The History of Jigsaw Method

Jigsaw technique is an excellent structure for combining learning partnership into groups or teams of four (Kagan in Walker, 1998:382). Jigsaw relies on highly structuring the interaction among students, both in their teams and in their expert groups, to create interdependence and intrinsically interesting learning tasks (Kagan, 1992 : 17). It can be used in the development of cooperative learning. Jigsaw is said to be able to increase students' learning since “a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher's dominance in the classroom (Mengduo, 2010 : 114).

Kagan was the first to apply the Jigsaw concept to the classroom. Working in a desegregated school, in an attempt to improve ethnic relations, they created racially integrated teams and then rewrote the curriculum so each student on the team had access to only one part of the curriculum, but each would be tested on the whole. The students had to cooperate to be successful. Working together, the students came to like each other and ethnic relations improved. (Kagan, 1992 : 17).

2.5.3 The Steps for Using the Jigsaw Method

According to Huda (2012 : 120), there are some steps that used in Jigsaw Method.

Step 1 : divide the class into teams of five people

Step 2 : give each team information which examines one of topics from material that they are learning

Step 3 : from information is given, each member should learn different segment of the information

Step 4 : after they finish to learn the information in their group, each member who learn same segment discuss it together. This group is named “expert group”

Step 5 : in expert group, each student discuss and look for the best way how to explain the information for their beginning group

Step 6 : after discussing finished, all students in expert group return to their beginning group, and each of them start to explain the information to their friends in their group

2.5.4. The Benefits of Jigsaw Method

Jigsaw Method has some benefits , they are :

- a) Students have the opportunity to teach themselves, instead of having material presented to them. The technique fosters depth of understanding.
- b) Each student has practice in self teaching, which is the most valuable of all the skills we can help them learn.
- c) Students have practice in peer teaching, which requires that they understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- d) Students “talk geology” and become more fluent in use of geological terminology.
- e) Each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large group discussion. Each student develops an expertise and has something important to contribute.

- f) Asking each group to discuss a follow up question after individual presentations fosters real discussion.

2.6 Previous Research

The writer takes five previous researches that related to this research which the title is "The Effect of Jigsaw Method on Writing Recount Text of the First Grade Students at Sma Negeri 1 Dolok Panribuan". All of them would be explained the following.

The first is written by Restu Widoko, entitled "The Effect of Using Jigsaw Technique on Students' Reading Comprehension Ability of Smk Muhammadiyah Bawang". The objective of the research is to find out whether there is a significant difference in the reading comprehension ability between the students who are taught by using Jigsaw technique and those who are taught without using it. The research was a quasi-experimental study. It involved 72 students of grade tenth students of SMK Muhammadiyah Bawang in the second semester of the academic year of 2012/2013. The students were divided into two groups: X AK2 class as the experimental group and X AK1 class as the control group. In the research, the students of X AK2 class were taught by using jigsaw technique whereas the students of X AK1 class were taught without using Jigsaw technique. The researcher used the reading comprehension test (pre-test and post-test) to collect the data. The data were analyzed by means of descriptive and inferential statistics. The result of the research shows that there is a significant difference in the reading comprehension ability between the students who are taught by using Jigsaw technique and those who are taught without using it.

Second, the writer takes the previous researches from journal is written by Faudal Bafuzi, entitled "The Effectiveness of Jigsaw Technique in Teaching Writing Descriptive Text". This study was about experimenting the effectiveness of Jigsaw technique in teaching writing descriptive text at second grade students of SMPN 21 Mataram. The research method was quasi experimental research with nonequivalent control group design. The finding showed the mean score of the experimental group was 13.3 and the mean score of control group was 7.2. After analyzing the data, it was found that t-test was 3.657. The degree of freedom (df) was $N_x + N_y - 2 = 38$ from 40 students as sample. The researcher got score 2,042 for confident level 0.05 or 95% and score 2,750 for confident level 0.01 or 99%. It means that using Jigsaw technique in teaching writing descriptive text is effective.

Third, the writer takes the previous researches from Reni Rosianna entitled "The Effect Of Jigsaw Strategy and Think-Pair-Share Strategy On Students' Speaking Ability at Gajah Mada Medan". This study was intended to find out the effect of using Jigsaw strategy and Think-Pair-Share Strategy on students' speaking ability of SMA Gajah Mada Medan. The study used research by doing experimental design. The population of this study were all the second year students of grade XISMA Gajah Mada Medan. 50 students were taken as the sample of this research. The sample was divided into two groups: the first group (25 students) as the Jigsaw group and the second group (25 students) as the Think-Pair-Share group. The instrument for collecting the data was speaking test.

Fourth, the writer takes the previous researches from Yohannes entitled “The Effect of Jigsaw Method to Improve EFL Students’ Vocabulary Ability”. This study was aimed to improve students’ ability in learning vocabulary through jigsaw method at Timor University in, Timor Tengah Utara regency (TTU), NTT Province, Indonesia. The main purpose of this study is to know the effect of using jigsaw method to improve students’ vocabulary ability. This study belongs to pre experimental method with the one group pretest - posttest design. This study was conducted in one class which was given the treatment. The treatment of this study is teaching and learning process by using jigsaw method. The population of this study was second semester students of English study program of Timor University in academic year 2017/2018. The total members of second semester students were 120 who were divided into three (3) classes. Every class consisted of 30 students. The writers used purposive sampling technique to take the data. The writers only determined one class because the writer assumed that in this class, students have sufficient knowledge of English. Hence, the sample of this study was 30 students. The writers had conducted pre test before gave the treatment to the students. Finally, the writers gave the posttest to measure students’ vocabulary ability in the end of teaching and learning process. From the data analysis, the writers found that the average of the students’ vocabulary was improvement. The average of students’ score in pretest was 65% and posttest was 79%. After the writers conducted the research, the writers concluded that (1). Jigsaw method can improve students’ vocabulary ability. (2). Jigsaw method can improve the students’ interaction with the teacher and other students.

Fifth, the writer takes the previous researches from Somayeh Sohibalzani entitled "The Impact of Jigsaw and Listen-and-do Tasks on English for Specific Purposes (ESP) Learners' Reading Comprehension and Translation in Psychology Course". This research found adequate convenient methods and tasks for reading comprehension and translation has been the debate of many studies for several decades. The present study was an effort to examine the effects of jigsaw (cooperative learning) and listen-and-do tasks on English for Specific Purposes (ESP) students' reading comprehension and translation. Based on convenient sampling, the subjects of the study constituted 48 male and female, aged 21 to 25, of fourth semester Applied Science and Technology University Students in Psychology course. Then a Preliminary English Test (PET) was administered to find out the homogeneity of participants. They were divided into experimental groups-experimental 1 and experimental 2. After running pretests, group one was received jigsaw reading tasks, and group two was exposed to listen-and-do tasks during 8 sessions. Posttests were conducted immediately after treatment. An Independent samples and Paired samples t-test were run to analyze the data. The results demonstrate that jigsaw group outperformed listen-and-do group in both reading comprehension skill and translation efficiently.

The previous research equation with this study is to find out whether the jigsaw method has an effect on the student's writing recount text. The difference is that previous research looked for the skill and text that is used. Previous research use reading and speaking skill. and also there is a previous research use writing skill, but that research focused on descriptive text. The advantages from

these previous research to help the writer to complete the theory of thesis and add references in doing her research.

2.7 Conceptual Framework

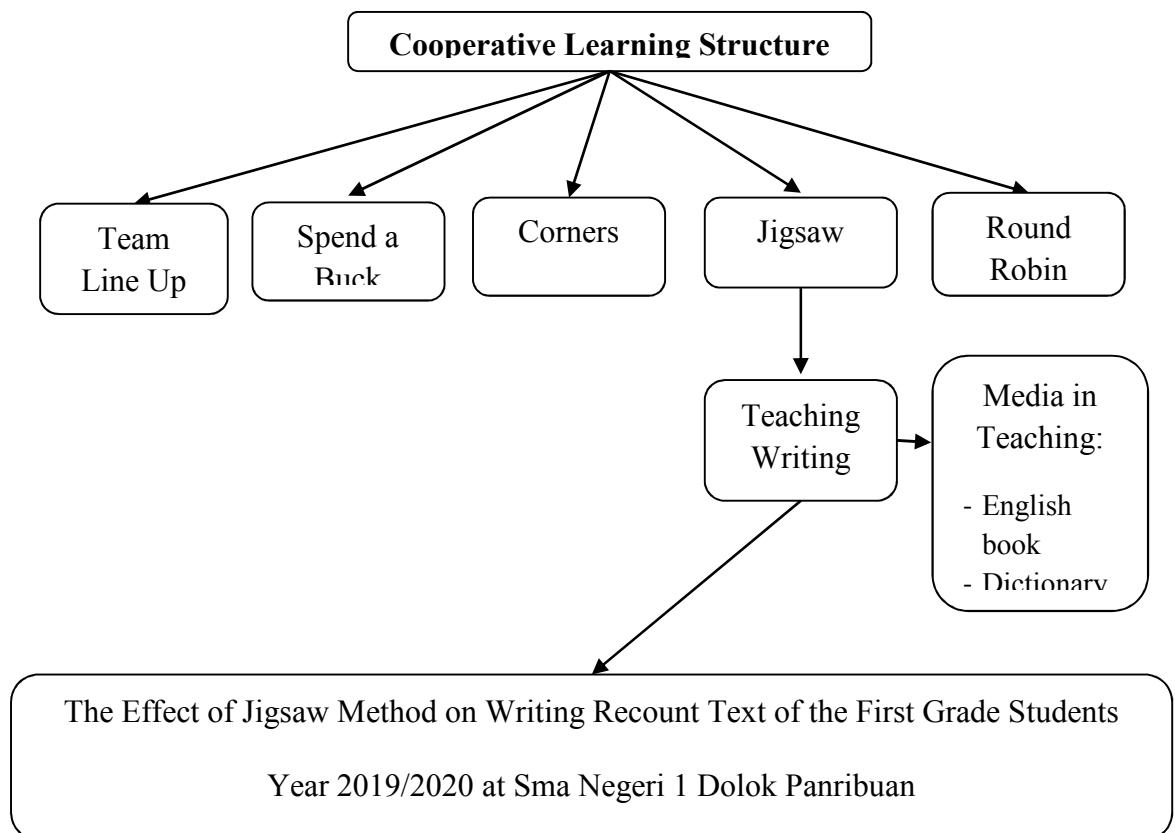


Figure 2.7 The Effect of Jigsaw Method on Writing Recount Text of the First Grade Students Year 2019/2020 at Sma Negeri 1 Dolok Panribuan.

BAB III

RESEARCH METHODOLOGY

3.1 Research Design

There are three designs, there are Quantitative, Qualitative and Experimental Quantitative. The method of this research was experimental quantitative method. Arikunto (2010:9) said that experimental method is the way to find out the cause-effect relationship between two factors and it is happened by researcher by eliminating or unless or avoiding others factor that can be influenced. Further, Sugiyono (2013:6) said that experimental method is method of research used to find the effect of a particular treatment against the other under controlled conditions. By applying an experimental quantitative design, this research intends in describing relationship between an independent and dependent variable using Jigsaw method toward the students' writing recount text. in this research, the independent variable is Jigsaw method and the dependent variable is writing recount text.

In experimental quantitative research, it consisted of pre-test, treatment, and post-test. There are two sample that have been divided into two group namely experimental class and control class. The experimental class is a class that has been given the treatment by using Jigsaw method, and while control class has not given the treatment or without applying the Jigsaw method but used conventional method. The effect of technique is known after knowing the significant difference between the students before and after being taught by using Jigsaw method.

Table 3.1**Research Design**

Group	Pre-test	Treatment	Post-test
Experimental class	✓	Using Jigsaw method	✓
Control Class	✓	Without Jigsaw method	✓

3.2 Population and Sample

Here the writer explained about the population and sample. The writer gave some informations who has the population and how much the sample that the writer to be focused in this research.

3.2.1 Population

Population is a set or collection of element (Arikunto, 2017:173). In this study the writer determined the population of the study, it was the first grade students of Sma Negeri 1 Dolok Panribuan which only one class consisted 40 students. so, the population 40 students.

3.2.2 Sample

Sample is part of population which is researched (Arikunto, 2010:174). Simply as a subset of the population that the writer is more focused on to study. So, the sample of this study had been taken from the students at Sma Negeri 1 Dolok Panribuan especially the First grade consisted of 10 students of

experimental class and 10 students of control class. So, the total of the sample was 20 students.

3.3 Instrument of Collecting Data

In collecting the data, the writer gave test to students. The test was given for getting the objectives data of students' achievement in writing recount text by using Jigsaw method in experimental class and without method in controlled class. The writer applied two tests: they are pre-test and post-test. Pre-test is given before teaching learning process and post-test is given after teaching learning process. The item test consist made a recount text.

3.4 Procedure of Collecting Data

In this study, the writer used the experimental quantitative tecnique to gain the data:

1. Pre-test

Pre-test was used to know the students' writing skil before the next step, it was treatment. The pre-test had been done in the control class and experimental class to know the score/value or the qualityof the students writing skill before. The writer gave the writing test such us give students several questions.

2. Treatment

The treatment was given by the writer after pre-test is done, and it was applied into the both group, for the experimental class was given Jigsaw method while the control class was not given Jigsaw method.

3. Post-test

The writer gave the post-test to the students after the treatment was done by the both of class. After that, the writer gave post-test through give the same questions such us in the pre-test before to know was there an effect Jigsaw method.

3.5 Scoring of the Test

In measuring students' writing recount text, the writer used the rubric below, that consisted of three parts:

Table 3.2

Rubric to measure writing the generic structure of recount text

Aspect of Scoring Generic Structure of Recount Text	Score	Level	Criteria
	24–28	Excellent	Relevant orientation in detail Simple past tense mastery

Orientation	19–23	Good	Rather less relevant detail of Orientation Simple past tense mastery
	14–18	Average	Less relevant detail of Orientation Frequent error simple past tense
	9–13	Poor	Unrelated orientation Error simple past tense
	56 – 60	Excellent	Relevant event in detail Clearly ideas Simple past tense mastery

			Rather less relevant detail of Event
	51 – 55	Good	Logical idea but incomplete Sequence
Event			Simple past tense mastery
			Less relevant detail of event
	46 – 50	Average	Ideas confused Frequent error simple past tense
			Unrelated event
	41 – 45	Poor	Lack of idea Error simple past tense
			Relevant reorientation in detail
	10 – 12	Excellent	Simple past tense mastery

			Rather less detail of
	7 – 9	Good	Reorientation
			Simple past tense mastery
Reorientation			Less relevant detail of
	4 – 6	Average	Reorientation
			Frequent error simple past tense
			Unrelated reorientation
	1 – 3	Poor	Error simple past tense

3.6 Kinds of Test

1. Multiple choice

Multiple choice questions are composed of one question (stem) with multiple possible answers (choices), including the correct answer and several incorrect answers (distractors). Typically, students select the correct answer by circling the associated number or letter, or filling in the associated circle on the machine-readable response sheet.

2. True/false

True/false questions are only composed of a statement. Students respond to the questions by indicating whether the statement is true or false. For example: True/false questions have only two possible answers (Answer: True).

Like multiple choice questions, true/false questions:

- Are most often used to assess familiarity with course content and to check for popular misconceptions

- Allow students to respond quickly so exams can use a large number of them to test knowledge of a broad range of content

- Are easy and quick to grade but time consuming to create

- True/false questions provide students with a 50% chance of guessing the right answer. For this reason, multiple choice questions are often used instead of true/false questions.

3. Matching

Students respond to matching questions by pairing each of a set of stems (e.g., definitions) with one of the choices provided on the exam. These questions are often used to assess recognition and recall and so are most often used in courses where acquisition of detailed knowledge is an important goal. They are generally quick and easy to create and mark, but students require more time to respond to these questions than a similar number of multiple choice or true/false items.

4. Essays

Essay questions provide a complex prompt that requires written responses, which can vary in length from a couple of paragraphs to many pages. Like short answer questions, they provide students with an opportunity to explain their understanding and demonstrate creativity, but make it hard for students to arrive at an acceptable answer by bluffing. They can be constructed reasonably quickly and easily but marking these questions can be time-consuming and grader agreement can be difficult.

Essay questions differ from short answer questions in that the essay questions are less structured. This openness allows students to demonstrate that they can integrate the course material in creative ways. As a result, essays are a favoured approach to test higher levels of cognition including analysis, synthesis and evaluation. However, the requirement that the students provide most of the structure increases the amount of work required to respond effectively. Students often take longer to compose a five paragraph essay than they would take to compose five one paragraph answers to short answer questions. This increased workload limits the number of essay questions that can be posed on a single exam

and thus can restrict the overall scope of an exam to a few topics or areas. To ensure that this doesn't cause students to panic or blank out, consider giving the option of answering one of two or more questions. This thesis use essay test. The writer commanded the students to make an essay about recount text.

3.7 Validity of the Test

For the validity and realibity of the test, here the writer showed the readers what is the validity. Validity is a measurement which shows the leves of the instrument validity. An instrument can be said valid if it can measure what issupposed to be measured. Brown (2001:388) stated that there are four types of validity, they are content validity, construct validity, face validity and criterion-related validity. The writer will apply the content validity, it is about the test can measure the students' writing skill.

Table 3.3

Specification Table of the Content Validity

Aspect Generic Structure of Recount Text	Criteria
Orientation	<ul style="list-style-type: none"> - Relevant orientation in detail - Simple past tense mastery
Event	<ul style="list-style-type: none"> - Clearly ideas - Simple pas tense mastery
Reorientation	<ul style="list-style-type: none"> - Related reorientation - Simple past tense mastery

Table 3.4**Test Specification of Recount Text**

Content		Test Item	Kind of Test	Score
Generic Structure	Orientation	2	Essay	28
	Event	2	Essay	60
	Reorientation	2	Essay	12
	TOTAL	6		100

3.8 Technique of Analyzing Data

Quantitative data is a technique to analyze and count the data. it's mean that the technique of quantitative data analysis is the process of data shaped by number. In this study, the writer use the quantitative data to know the students' ability in writing recount text after they are taught by using Jigsaw method as a method in writing recount text. The researcher conducted test to the students before and after they were taught by Jigsaw method. The test result are compared, then the researcher look the percentage of students' score by using frequency.

To analysis the data, the writer also used the procedure as follow:

1. Interpretation

The writer commentate two possibility when before did the research.

2. Tabulating

Tabulating is classifying the score categories into table using numbers. It was hoped the data could be simple in writing and understanding.

3. Analyzing

In the last step, the writer will use T-test by usng statistical program to ensure effectiveness and to get tstronger conclusion. The T-test is taken from the result which are conducted before and after the students taught by using Jigsaw as method in teaching writing process. Here is the formula of the T-test:

1. T-test Formula

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

(Arikunto, 2013:354)

Where:

T = Total score

mx = Mean of experimental group

m_y = Mean of control group

N_x = Number of students in experimental group

N_y = Number of students in control group

x^2 = Deviation of experimental group

y^2 = Deviation of control group

2. Mean score of the group/class formula

$$m = \sum \frac{x/y}{n}$$

Where:

m = Mean of the group/class

$\sum x/y$ = Total score of the x (experimental class) / y (control class)

n = Number of the student

