The Implementation of the Jigsaw Technique to Increase Students' Listening Achievement and Motivation Aspects

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Abstract: Teaching listening needs improvement because many students get low scores on the listening test. This condition should be improved by providing a new teaching technique. Students in Mutiara Senior High School have problems in mastering a listening skill. They are difficult to catch the meaning while the listening test is given. The purposes of this study are to find out whether there is a significant increase after being taught by jigsaw technique and which motivation aspects (effort, goal, persistence, and frequency) have the most influence on students' achievement in learning English. This experimental study was measured by pretest and posttest designs. The research subject was class XI of science class in even semester of Mutiara Senior High School in South Lampung. The instrument to measure students' listening achievement was a listening comprehension test which consisted of 30 multiple choices. Another instrument was a close-ended questionnaire with 20 questions to know which motivation aspect had the most influence on students' English achievements. The data were analyzed by using the t-test formula. The computation result showed that t-ratio in the experimental class had a significant increase from pretest (49.13) to posttest (71.45) after being taught by the jigsaw technique. The result of the computation showed that the value of the two-tailed significance was 0.000. Since the sign $< \alpha$ (0.000 < 0.05), the value indicated that the numbers represented the significance. It means that the treatment given had a better effect on students' ability. In addition, it revealed that the most influential motivation aspect was an effort. Therefore, students' personal or group tasks should be supported by giving rewards and punishment to improve students' efforts in learning.

INTRODUCTION

Today, English has been an international language. For that reason, it is necessary to acquire that language. Then, the process of acquiring a foreign language is started from

listening. According to Nor (2014), listening has 40-50 %, speaking 25-30%, reading 11-16%, and writing 9% for daily communication.

Listening may be called the pivot of speaking skills since people cannot respond to a speaker unless they understand what they have heard. Many English teachers say that many students with good speaking abilities are deficient in listening comprehension. As a result, the teachers need to reinforce them in teaching listening skills.

Students in Mutiara Senior High School have difficulties in doing a listening test. They are not able to speak well because they cannot catch the meaning while they are listening. Prastiyowati (2018) states that there are three problems that make students feel listening is a difficult task. Firstly, the utterances are not written, so that students must concentrate and comprehend the listening materials quickly. Secondly, the speaker's different accents can make the listeners confused about the topic. Lastly, in listening, students do not have time to look for the meaning of unfamiliar words in the dictionary because other questions are waiting for them in the next section. Conaway, cited in Muniandy (2012), believes that listening skills are essential to understanding the academic context. It means that listening plays a vital role in becoming successful English learners. As a result, the researcher is interested in investigating this skill. The researcher proposes one of the cooperative learning techniques that is jigsaw technique to increase students' listening achievements and motivation aspects.

The jigsaw technique is a learning method that demands the students to learn in a group of 4-6 students as members who have heterogeneous abilities. Each homegroup member meets in expert groups to research the material assigned to each group member. After discussion, they go back to their homegroup and explain their meeting to his/her group members. Lastly, the teacher will share the test for evaluation materials to examine students' comprehension. In fact, students like to interact with others, so jigsaw is a suitable method to increase their language ability (Adams, 2013).

Learning a foreign language needs motivation. Motivation is a determining factor in being successful in learning English. Motivation consists of 4 elements: effort, goal, frequency, and persistence (Gardner, as cited in Rahman, 2011). The researcher defines effort as students' activities to be successful learners in learning a foreign language, goal as students' reasons to learn English, persistence as students' desire to attain the goal, and frequency as students' involvement in the learning process. Therefore, the researcher wants to

investigate which motivation aspect (effort, goal, persistence, and frequency) is the most influential to students' achievements in learning English.

How the students perceive and interact with one another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum programs, etc.). Some time is spent on how teachers interact with students, but how students interact is relatively ignored. It should not be. How teachers structure student-student interaction patterns will have a lot to say about how well the students learn, how they feel about school and their teacher, how they feel about each other, and their self-esteem.

Cooperative learning, as in this context, is a jigsaw technique that is assumed to solve students' problems in learning listening skills. Students who have difficulties comprehending texts for the listening test can share information with other group members. Then, they can create a complete puzzle to their listening text information.

Based on previous explanations, the researcher wants to determine whether there is an increase in students' listening achievement. Then, he is interested in finding out which motivation aspects have the most influence on students' achievements in learning English after being taught using the jigsaw technique.

LITERATURE REVIEW

Jigsaw Technique in Teaching Listening

Aronson (as cited in Alfaruqy, 2012) says that this technique is called a jigsaw because each student in a jigsaw classroom has to become an expert on a single topic that is a crucial part of a larger academic puzzle. It means that in using the jigsaw technique, the students need to cooperate among themselves in order to finish a specific task. This activity can make students more interactive to do communication. The jigsaw technique can teach listening skills because the principles of cooperative learning can be implemented in listening teaching strategies.

The jigsaw technique is one of the cooperative learning strategies which requires student-student interaction in each activity. This argument is supported by Güngör (2018), who says that jigsaw is a cooperative learning structure that promotes sharing and understanding of ideas or texts. The main objective is to share each information with other group members so the discussion will happen in that situation.

Jigsaw in listening is described as an activity in which different students get different information from various listening passages that they have to share to perform some tasks. In other words, four or five students who are the representatives of groups may each listen to audio listening in each short paragraph. Then, each student will hear a different piece of the "Jigsaw". After that, the students join to use their "piece" to put the jigsaw together. Therefore, students must master one topic that they have heard. After that, they must share that information with other group members groups to arrange complete information. From those activities, students will get different information related to each other to complete information. Student-student interactions will make the learning process become fun and interactive. As a result, the jigsaw technique can be implemented to avoid students' boredom in learning listening.

Motivation in Learning English

Brown (2001, p. 76-77) and Gardner and Lambert (as cited in Rahman, 2011) suggest two kinds of motivation: integrative motivation, referring to positive attitudes and feelings toward the target language group, and instrumental motivation, referring to the potential utilitarian gains of the second language. Motivation in learning English is divided into two parts. The first is instrumental motivation, which refers to more functional reasons for learning a language, such as getting a better job, promoting or passing a required examination. It means that there are external factors that affect learning English. External motivation can be used in learning English as a Foreign Language and make students motivated because there is a reward if they have done the task. The second is an integrative motivation identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with the target language group members. It means that learners will learn English for their own goals without burden from others. In learning English, motivation consists of intrinsic and extrinsic motivations. Intrinsic motivation is a motivation as incentives, which originates from the behavior itself rather than externally as playing musical instruments for enjoyment (Setiyadi, 2006). This statement is in line with Brown (2001), who points out that intrinsic motivation will be more powerful than extrinsic motivation because it has fulfilled the basic needs of self-actualization. If the students do all the tasks given by the teacher enthusiastically with the characteristics based on their needs, wants, or desires within themselves, it is called intrinsic motivation. On the other hand, learners who have an extrinsic

motivation to do all English tasks will consider positive or negative feedback. If there is positive feedback, they will learn English seriously and vice versa. In conclusion, a good teacher should promote a balance between intrinsic and extrinsic rewards to their students.

Motivation is a set of psychological formation. It cannot be measured and observed directly. It must be measured through specific indicators. In other words, it must be put, organized, and classified into measurable symbols in order to make sense. That is why the researcher will measure the motivation toward English by administering the Likert measurement technique (Likert scale), range 10 to 60 for the low, normal, and high range category. This technique places the psychological aspect used into all instruments in this paper, like motivation questionnaires. Students are supposed to read the questionnaire carefully and answer the questionnaire honestly. Therefore, the students will ignore the test result to focus on the questionnaire's answer honestly.

The questionnaire consists of 20 questions. It is a close-ended question. It is modified and adapted from Setiyadi's (2006). This instrument is suitable to measure psycholinguistic aspects such as motivation and its elements in learning a foreign language.

In this questionnaire, the researcher refers to the indicator of motivation elements determined as a part of motivation, such as students' effort, students' goal, persistence, and frequency. Gardner (as cited in Yue, 2012) says that motivation involves four aspects: (a) a goal, (b) an effort, (c) a desire to attain the goal, and (d) a favorable attitude toward the activity. Therefore, the researcher uses them to create a close-ended questionnaire to find out which students' motivation aspect in learning English. The researcher focuses on investigating students' motivation aspects in learning English. Questionnaires for measuring motivation aspects have been tested and modified to obtain students' responses comprehensively. Therefore, analyzing motivation aspects is essential for drawing complete information from students when they face problems in learning English. Learning with high motivation gives more influence on English learners than learning with low motivation.

METHODOLOGY

Participants

This study applies a quantitative research method. The data of this research were taken from the sample of second-year students in Mutiara Senior High School, South Lampung, in the academic year 2012/2013 in which class XI of science class for the experimental subject and class XI of social science class for the try-out subject.

Instruments

The instruments were listening tests and a questionnaire of motivation. Both of them were measured by considering their validity and reliability.

Procedures

As this is quantitative research, using the scale in the questionnaire, the researcher collected the ordinal data in numbers to be easily managed and analyzed using the statistical formula. The scores of a questionnaire are based on the Likert scale and with the range of 10 to 60 (low – high). The score given for each item has to function as the symbol for showing that one activity was higher or lower than the others. The researcher used one of the pre-experiment designs in this study: The One Group Pretest – Posttest Design. This design can measure the students' achievement. Through this design, the researcher enabled to see whether there was positive or negative student achievement after treatment.

There were several steps done through implementing the jigsaw technique. First, a teacher identified a range of materials related to the topics addressed in the lessons, considered the students involved in this exercise, and, if necessary, tried to identify selections of varying text/script's difficulty and sophistication. Second, a teacher divided students into four to six jigsaw groups, known as the homegroup, and appointed one student as a leader. The group size should be dependent upon the number of selections assigned. The teacher divided the lesson into four to six segments. Each group member received the task of listening for the targeted selections. Depending on the nature of the group, the teacher might allocate the specific listening to each person, or the group itself might decide who would tackle which selection. Third, students listened to the selections independently. If the materials were photocopied, the teacher encouraged students to underline important information they needed to share with their group. "Sticky notes" were an option for materials that could not be written upon. Students might also jot down notes or follow a graphic note-taking outline provided by the teacher as a means for extracting important concepts from their passage. Students should only have access to and knowledge of the text related to their specific listening or assignment.

Next, all students in the homegroup were now "experts" on the assigned listening. They met with their homegroup, discussed the concepts, and highlighted other information they felt was the most important. This group might also summarize key points, a concept map, and a graphic outline, which will be shared with other groups. Lastly, members of the homegroup

leave left and met with new secondary groups. Each new group member had key information that no one else in the new secondary group had. The new groups taught each other what the homegroup felt to be the most important and relevant information. This situation was where the jigsaw started to come together. Members from the separate groups had come together to teach each other to their assigned listening. Students were encouraged to "test" one another and asked questions for further clarification. Finally, the final piece of the Jigsaw activity involved a return meeting to the original group. During this time, individual group members shared the pertinent information they learned from participating in the second group. All information was gathered. The rest of the group was accountable for learning this new information, which was assessed during this unit of study evaluation.

Table 1. Research design

Group	Pre-test	Treatment	Post-test
Experimental Group	T1	X	T2
Control Group	T1		T2

(Source: Latief, 2014)

In this research, the students were given the pretest before treatment and the posttest after the treatment. The treatments were given three times by teaching listening using the jigsaw technique. The specific tests were used to analyze the students' listening achievement before and after treatment.

Data analysis

The researcher applied the Repeated Measures T-Test, which was computed by using SPSS 12.0 program for windows.

FINDINGS AND DISCUSSION
Is There Any Increase in Students' Listening Achievement After Being Taught by Using Jigsaw Technique?

The researcher assumed the hypothesis as follows: there is a significant increase in students' listening achievement after being taught by the jigsaw technique. To prove it, the researcher analyzed the data using the Repeated Measures T-test to conclude at a level of 0.05 ($p < 0.05$).

Table 2. Mean scores of pretest and posttest in students' listening
comprehension achievement

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Scores	49.1300	40	12.12939	1.91783
	Posttest Scores	71.4550	40	8.90776	1.40844

The pretest and the posttest results show that using the jigsaw technique can improve the students' listening achievement. The total score of the pretest is 1965.2 and 2858.2 in the posttest, and the mean of the pretest is 49.13 and 71.45 in the posttest.

Table 3. Result of the students' listening comprehension achievement

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest Scores - Posttest Scores	-22.32500	7.71558	1.21994	-24.79256	-19.85744	-18.300	39	.000

The table shows that the jigsaw technique significantly improves students' listening comprehension achievement, which indicates that the technique impacts students' ability in listening comprehension ($p < 0.05$, $p = 0.00$). The increasing achievement because the jigsaw technique proves that this technique is appropriate to teach listening. It is supported by Yasin (2010), who says that the Jigsaw technique can improve students' listening ability. It means that this technique is appropriate enough to be used in teaching listening skills to enhance both students' listening ability and achievement. The jigsaw technique as one of the cooperative learning methods provides an effective and fun teaching method that focuses on the communicative approach. The learning process in the jigsaw technique makes students become centered. As a result, the students have authentic reasons for listening to one another because they have to finish their tasks by cooperating. They can ask questions, clarify issues, and restate points of view. These activities can improve student-student interactions and participation during the meeting. The jigsaw technique also encourages students to use high-level thinking skills such as analyzing, explaining, synthesizing, and elaborating. Through

these stimulations, students can get and express meaning from academic materials in a natural situation.

After being given three times treatment, the researcher conducted the posttest. The mean score increases from 49.13 to 71.45. The gain of pretest and posttest is 22.35. The hypothesis test 0.000 < 0.05 is accepted. The results show a significant increase in the students' listening achievement, which makes the researcher recommend using the jigsaw technique in teaching listening comprehension. It is in line with Liang (2002, p. 164), who says that Cooperative Learning (in this context, jigsaw) is a powerful teaching method that can boost the students' motivation and achievement through a supportive climate of caring and sharing in the classroom that makes English learning more enjoyable, lively, and encouraging. Then, this technique is beneficial to minimize academic gaps among students. Putri et al. (2016) state that the jigsaw technique can reduce students' reluctance and anxiety to participate in classroom activities. By using the jigsaw technique, students are able to understand information and participate actively in learning activities that eventually improve their listening achievement.

In conclusion, the score gained from the pretest and posttest is 893 (mean = 22.32). In other words, the increase is 2.32 %. In testing the hypotheses, the researcher used statistical computerization, i.e., the Repeated Measure T-Test of SPSS 12.0 program for windows, to analyze the increase of students' significant rise in students achievement determined by $p < 0.05$. The *t-test* revealed that the result was significant ($p = 0.00$). From the analysis result, the hypothesis is accepted as follows: there is a significant increase in students' listening comprehension after being taught using the jigsaw technique. In other words, there is an improvement in students' listening achievement after being taught using the jigsaw technique.

Which Motivation Aspects Have the Most Influence on Students' Achievement in Learning English After Being Taught Using the Jigsaw Technique?

Results of Motivation Questionnaire

Another goal of the research is to know which one of the motivation elements influences students' achievement in learning listening after being taught using the jigsaw technique. According to Gardner and Tremblay (as cited in Yue, 2012), there are four motivation aspects: effort, goal, persistence, and frequency. Based on these aspects, the researcher classifies a questionnaire into four motivation aspects represented in specific

numbers. To avoid misunderstanding about these aspects, the researcher defines effort as students' activities to be successful learners in learning a foreign language, goal as students' reasons to learn English, persistence as students' desire to attain the goal, and frequency as students' involvement in the learning process. All of them are inserted as questions in the motivation questionnaire.

Students' effort will influence their motivation in the learning of listening. A teacher can manipulate their environment to improve students' effort in learning English. Harmer (as cited in Thohir, 2017) explains three areas in which teachers can increase students' motivation for learning English. The first is students' goals of learning. Teachers can tell the students to have long-term motivation to learn English, such as getting a job and higher position, getting a scholarship, going abroad, and studying abroad. These long terms goals will be the source of motivation for students to learn English seriously. Secondly, providing a learning environment which is interesting for studying place. The teacher can create a learning situation that makes students speak or communicate with English fluently. The teacher can change the situation in the classroom with foreign culture decoration or change the background with international tourism places. The last is an exciting class. The teacher should connect the materials in the lesson with the student's daily activities. In other words, the students know the relevance of their materials with their everyday life.

Liang (2002, p. 165) states that achievement and motivation are closely correlated. It means that it is important to know what students' motivation elements influence students' achievement in learning English by observing the result of students' questionnaires with their score categories. It could be classified that effort amounting to 354 is the most influential aspect. This finding was in line with Dörnyei (2005), who highlights the importance of effort on the part of the language learner, noting that all have an equal chance to succeed in learning language and those who are successful in the classroom expend effort in doing so. It means that students who devote the most significant effort will get success in learning English.

On the other hand, other aspects are goal with 338, persistency for 344, and frequency for 340. The researcher concludes that the difference among motivation aspects is far enough from the nearest aspects, persistency. It is in line with Zhu (2002), who claims that persistence is crucial for success in learning a foreign language and further comments that the learner should be courageous and determined to succeed. Based on that statement, persistence is the most influential factor in learning English successfully. But according to the questionnaire which students in class XI of science class have answered, the most influential

aspect is effort (545). Therefore, the researcher concludes that different researchers might have different results, depending on the research subject. Furthermore, the researcher believes that effort is more influential than persistence because students' achievement will be better or not, depending on their efforts.

Table 4. List of motivation questionnaire questions in the test

No.	Motivation Aspects	Numbers	Total	Scores
1	Effort	4, 8, 12, 16, 20	5	15
2	Goal	2, 6, 10, 14, 18	5	15
3	Persistence	3, 7, 11, 15, 19	5	15
4	Frequency	1, 5, 9, 13, 17	5	15
			20	60

After giving the questionnaire to the students, the researcher analyzed the questionnaire based on motivation aspects. It was found that from 40 students, many had various motivation categories: 6 students had high motivation, 33 students had medium motivation category, and 1 student had low motivation category. For motivation aspects, questions in effort aspect have been answered by most of the students. It can be seen from total scores in each motivation aspect: effort questions = 354, persistency questions = 344, frequency questions = 340, goal questions = 338. This finding shows that students' effort will help them to be successful learners. Students' effort will depend on teachers' support in creating a positive learning environment, for example, maintaining students' reward and punishment, providing positive comments and suggestions for students' work, and taking care of students' difficulties in learning English.

Drawing from the discussion, the researcher points out that this research provides a new finding, especially using the jigsaw technique to teach listening skills. As a result, there is an improvement in students' listening achievement after being taught using the jigsaw technique. This technique makes students active. They must participate in the learning process in order to solve their problems or questions. This research brings novelty in investigating students' motivation aspects (effort, goal, persistence, and frequency) which are combined with an experimental study. For this reason, the researcher tries to find out motivation aspects that need to be developed in motivating students. Therefore, providing learning materials by asking students' efforts should be considered seriously to make students motivated.

CONCLUSION

Based on the results and the discussion, it can be concluded that there is a significant increase in students' listening comprehension after being taught using the jigsaw technique. It is proved by the increase of students' mean score in the posttest (71.45) that is higher than the mean score in the pretest (49.13). Therefore, teaching listening skills through the jigsaw technique is more meaningful for students because the jigsaw technique can reduce social conflict among school students, promote better learning, improve students' motivations and interactions, and increase the enjoyment of the learning experience.

Effort is the most influential aspect to students' achievement in learning English successfully with specification in detail; effort gets 354, and the others are persistency with 344, frequency with 340, and goal with 338. It can be concluded that effort has a significant role in improving students' motivation to learn English. As a result, the teacher should consider how to improve students' efforts in learning English to become successful learners. It needs great works and supports from all aspects, both teachers and parents.

Motivation has a significant role in improving students' achievement, especially in learning listening in English as a foreign language. Using the jigsaw technique can help the students to increase their motivation to learn English harder. It implies that a teacher can provide insightful feedback to improve students' motivation in learning English. As a result, students' learning motivation and achievement can improve significantly after being taught using the jigsaw technique and providing appropriate rewards.

LIMITATIONS AND STUDY FORWARD

There are some limitations to this study. The first is about limited study participants because it is quantitative research, so the research subject has limited numbers. Second, the study results cannot be generalized with other populations because it depends on time and specific situations in that time. Lastly, the setting of the study is not natural; it is influenced by treatment.

Considering the research conclusion, the researcher would like to propose some suggestions. Teaching listening comprehension is advisable for teachers to use jigsaw technique in their classroom, which can motivate students to learn listening. Furthermore, a teacher can create listening materials in tasks as personal or group work. Then, the teacher can apply reward and punishment in each task given to trigger students' effort.

For future study, the researcher expects to apply the jigsaw technique in other language skills such as reading, speaking, and writing. Further research, a combination of students' cultural background, learning strategies, creativity, or personality could be related to their listening achievement to enrich research in listening.

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APPENDIX

PRE-TEST / POST-TEST

Name   :   **Class** :
Time Allocation   : **90 Minutes**

The following questions are for numbers 1-4!

1. When did the writer go to Kupang?
   a. Last year   c. Last holiday
   b. Last day   d. Last month
   e. Last week

2. On the first day, where was the place to be visited?
   a. Rote   c. Ambon
   b. Kupang   d. Makassar
   e. Pontianak

3. How many hours did it take to Rote?
   a. 1.5 hours   c. 3.5 hours
   b. 2.5 hours   d. 4.5 hours
   e. 5 hours

4. What transportation is used by the writer to go to a seaweed farming project?
   a. Big boat   c. The fast ferry
   b. Small boat   d. The slow ferry
   e. The ship

The following questions are for numbers 5-8!

5. What happened to Billy when he played in the garden?
   a. It played football
   b. It could not get down from the tree
   c. It slept on the tree
   d. It helped Mrs. Taylor
   e. It ate fish

6. What was Mrs. Taylor doing when she could not help Billy?
   a. She screamed
   b. She took a ladder
   c. She called her neighbor
   d. She rang the Fire Bridge
   e. She killed some fishes

7. Who helped Billy get down from the tree?
   a. No one
   b. Mrs. Taylor's son
   c. The Fire Bridge
   d. Mrs. Taylor's neighbor
   e. Mrs. Taylor

8. How was Mrs. Taylor's feeling after the Fire Bridge rescued Billy?
   a. She was very angry
   b. She was very happy
   c. She was very sad
   d. She was very worried
   e. She was very satisfied

The following questions are for numbers 9-11!

9. Where is Rudi?
   a. In the bedroom
   b. In the yard
   c. In the kitchen
   d. In the bathroom
   e. In the room

10. Who are in the yard?
    a. Rudi's father and mother
    b. Rudi's brother
    c. Rudi's sister
    d. Rudi's friends
    e. Rudi's brother and sister

11. How does Rudi feel?
    a. He is angry
    b. He is happy
    c. He is sad
    d. He is worried
    e. He is upset

The following questions are for numbers 12-14!

12. Who lives at 10 Jalan Harapan?
    a. Rangga and Ratih
    b. Rangga and Anton
    c. Rangga's father and mother

d. Anton's family
e. Rangga's father

13. Where is Mr. Sutarjo's office?
    a. It is on Jalan Perkutut
    b. It is on Jalan Harapan
    c. It is on Jalan Cendana
    d. It is on Jalan Kutilang
    e. It is on Jalan Cendrawasih

14. What is Mrs. Sarah's occupation?
    a. She is a teacher
    b. She is a civil servant
    c. She is a lawyer
    d. She is a shopkeeper
    e. She is an athlete

The following questions are for numbers 15-18!

15. Where was Sarah Brown?
    a. She was in the kitchen
    b. She was in the bathroom
    c. She was in the living room
    d. She was in the bedroom
    e. She was in the dining room

16. What did she see in her handbag?
    a. a puppy   c. a mouse
    b. a cat   d. a tiger
    e. a dog

17. Who was Tiger?
    a. It was Sarah's cat
    b. It was Sarah's dog
    c. It was Sarah's snake
    d. It was Sarah's lion
    e. It was Sarah's doll

18. Where was Tiger sleeping when Sarah found him?
    a. He was sleeping on the sofa
    b. He was sleeping under the table
    c. He was sleeping in the kitchen
    d. He was sleeping on the floor
    e. He was studying

The following questions are for numbers 19-21!

19. What happened to the car?
    a. It was broken
    b. It got flat-tire
    c. It was running out of gasoline
    d. It got a car accident
    e. It was stolen

20. How long had Whiskers walked to get home?
    a. 6 days   c. 60 days
    b. 10 days   d. 100 days
    e. 30 days

21. After what happened to him, what was Whiskers called then on?
    a. Little Pus
    b. Puss cat
    c. Whiskers in Boots
    d. Puss in Boots
    e. Lucky puss

The following questions are for numbers 22-23!

22. Why did the lion and the bear stop fighting?
    a. They were tired
    b. They saw the eagles
    c. They were hungry
    d. They were bored
    e. They were injured

23. What was the weather in that story?
    a. Winter   c. Rainy
    b. Summer   d. Spring
    e. Fall

The following questions are for numbers 24-25!

24. Whom did Peter want to speak to?
    a. Mother   c. Johnny
    b. Sister   d. Mary
    e. Grandmother

25. Why were Mary and Johnny in a hurry?
    a. Because the school bell was ringing
    b. Because the school bus was coming
    c. Because the telephone was ringing
    d. Because the doorbell was ringing
    e. Because They woke up late

The following questions are for numbers 26-27!

26. Who was the first visitor?
    a. a sailor
    b. a butcher
    c. Nasreddin's cousin
    d. Nasreddin's friend
    e. Nasreddin's nephew

27. Why did Nasreddin get angry?
    a. He did not like eating duck
    b. His cousin did not bring him a duck
    c. His wife made sour sup
    d. The first visitor brought a duck, but the others did not bring anything
    e. He was disappointed about the soup

The following questions are for numbers 28-30!

28. What is Putri's grade?
    a. 6   c. 8
    b. 7   d. 9
    e. 10

29. What is the color of the purse?
    a. Red   c. Black
    b. White   d. Yellow
    e. Blue

30. Which one of the following subjects is not learned today?
    a. Mathematics
    b. English
    c. Physics
    d. Biology
    e. Economy

KUESIONER

Petunjuk:
Kuesioner ini dimaksudkan untuk mengetahui seberapa besar motivasi belajar Anda, khususnya dalam mempelajari bahasa Inggris, Perlu Anda ketahui tidak ada jawaban yang salah atau pun jawaban yang benar dalam menjawab kuesioner ini. Tolong, lingkari jawaban yang menurut Anda, paling cocok dengan Anda secara jujur.

1. Seandainya Anda memiliki pilihan kursus bahasa asing selain bahasa Inggris, apakah Anda akan?
   a. Tetap memilih kursus bahasa Inggris
   b. Memilih kursus bahasa asing yang lain selain bahasa Inggris
   c. Tidak akan memilih kursus apapun
2. Apakah Anda merasa kemampuan bahasa Inggris Anda bermanfaat untuk melanjutkan studi?
   a. Sangat bermanfaat   b. Ragu-ragu   c. Tidak
3. Apakah Anda mengerjakan tugas yang diberikan oleh guru bahasa Inggris dengan sebaik-baiknya?
   a. Sering   b. Kadang-kadang   c. Tidak pernah
4. Apakah Anda membuka kamus bahasa Inggris Anda ketika menemukan kata-kata yang sulit?
   a. Sering   b. Kadang-kadang   c. Tidak pernah
5. Ketika pembelajaran bahasa Inggris berlangsung di kelas, apakah Anda akan menggunakan bahasa Inggris secara?
   a. Terus - menerus
   b. Dikombinasikan dengan bahasa Indonesia
   c. Tidak berbicara
6. Apakah tujuan Anda untuk mempelajari bahasa Inggris?
   a. Menghabiskan waktu luang
   b. Disarankan oleh orang lain
   c. Ingin mempelajari bahasa Inggris dengan sungguh-sungguh
7. Apakah Anda akan mempelajari kembali pelajaran bahasa Inggris yang diperoleh di kelas?
   a. Sering   b. Kadang-kadang   c. Tidak pernah
8. Apakah Anda bertanya kepada guru b.Inggris, ketika menemukan kesulitan dalam pembelajaran bahasa Inggris di dalam kelas ?
   a. Sering   b. Kadang-kadang   c. Tidak pernah
9. Ketika Anda mendengar lagu berbahasa Inggris di radio, maka Anda:
   a. Mengubah saluran radio
   b. Tetap menyimak lagunya, tetapi hanya memperhatikan kata yang mudah saja dari lagu tersebut
   c. Tetap menyimak lagu tersebut dengan hati-hati dan mencoba untuk memahami semua kata.

10. Apakah Anda merasa bahwa belajar bahasa Inggris bermanfaat dalam kehidupan Anda sehari-hari?

 a. Sangat bermanfaat   b. Ragu-ragu   c. Tidak bermanfaat

11. Apakah Anda mempraktekan kembali hasil belajar bahasa Inggris Anda dengan teman-teman Anda di sekolah?

 a. Sering   b. Kadang-kadang   c. Tidak pernah

12. Apakah Anda menghadiri kursus atau les tambahan apabila ditawarkan secara gratis?

 a. Sering   b. Kadang-kadang   c. Tidak pernah

13. Jika Anda memiliki PR bahasa Inggris maka Anda:

 a. Tidak memperdulikannya

 b. Berusaha untuk mengerjakan tetapi tidak dengan sungguh-sungguh

 c. Mengerjakannya dengan hati-hati, dan mencoba untuk mengerti semua kata dalam PR

14. Apakah Anda memiliki target belajar menghapal kosa kata dalam bahasa Inggris stiap harinya?

 a. Sering   b. Kadang-kadang   c. Tidak pernah

15. Apakah Anda membaca buku dan majalah dalam bahasa Inggris?

 a. Sering   b. Kadang-kadang   c. Tidak pernah

16. Apakah Anda berusaha untuk mendapatkan nilai yang baik dalam mata pelajaran bahasa Inggris?

 a. Sering   b. Kadang-kadang   c. Tidak pernah

17. Jika Anda menonton program televisi berbahasa Inggris, maka Anda akan:

 a. Tidak pernah menontonnya

 b. Langsung mengganti program televise tersebut dengan program yang lain

 c. Mencoba menontonnya sesering mungkin

18. Apakah Anda memiliki waktu khusus untuk belajar bahasa Inggris setiap harinya? (contoh minimal 10 menit per hari)

 a. Sering   b. Kadang-kadang   c. Tidak pernah

19. Apakah Anda menuliskan kembali materi pelajaran bahasa Inggris yang sulit dalam buku tulis Anda, untuk kemudian dipelajari kembali di rumah?

 a. Sering   b. Kadang-kadang   c. Tidak pernah

20. Apakah Anda berusaha mengerjakan tugas –tugas yang diberikan oleh guru bahasa Inggris dengan baik?

 a. Sering   b. Kadang-kadang   c. Tidak pernah