



**THE EFFECT OF USING COOPERATIVE LEARNING:  
JIGSAW I TECHNIQUE ON THE YEAR VIII STUDENTS'  
READING COMPREHENSION ACHIEVEMENT AT  
SMPN 1 BALUNG JEMBER IN THE  
2011/2012 ACADEMIC YEAR**

**THESIS**

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JEMBER UNIVERSITY**

**201**



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**Composed to fulfill one of the requirements to obtain S1 Degree  
at the English Education Program, Language and Arts Education  
Department  
The Faculty of Teacher Training and Education  
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**2011**

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Tukiyo and Yatini;
2. My beloved sister Winarti.
3. All my lovely friends in EREGTUS, Thanks for the support and help. You are my big family in Jember



## MOTTO

*“Reading is a discount ticket to everywhere.”*

- *Mary Schmich, 1955-2011*

*“We are all dependent on one another, every soul of us on earth.”*

- *George Bernard Shaw, 1967-2011*



## CONSULTANT'S APPROVAL

**The Effect of Using Cooperative Learning: Jigsaw I Technique on the Year  
VIII Students' Reading Comprehension Achievement at  
SMPN 1 Balung Jember in the  
2011/2012 Academic Year**

### THESIS

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## SUMMARY

**The Effect of using Cooperative Learning : Jigsaw 1 technique on The Year VIII Students' Reading Comprehension Achievement at SMPN 1 Balung Jember in The 2011/2012 Academic Year;** Yunita Winda Heni, 070210401078; 2010:35; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Reading is one of the language skills which is important to be mastered by the students because by reading the students can enrich their knowledge. In reading, students are expected to understand not only the reading text but also the idea of the reading text. This means that the teacher should apply the appropriate technique in the reading class to help them get the message or the information from the text. Therefore, jigsaw I was used in this research..

This research was conducted to investigate the effect of cooperative learning: jigsaw I technique on the year VIII students' reading comprehension achievement at SMPN 1 Balung Jember in the 2011/2012 academic year. The population of this research was grade VIII students of SMPN 1 Balung Jember in the 2011/2012 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 65 students, consisting of 36 students of grade VIII F as the experimental group taught by using cooperative learning: jigsaw I technique , while the control group consisted of 35 students of grade VIII E taught by Lecturing and Question-Answer method.

The primary data of this research were collected from the students' scores of reading comprehension test. The primary data were collected from the post test to compare the two different groups after treatment, and analyzed the result by using Independent sample T-Test (SPSS). Based on the calculation, the result of

this research showed that there was a significant effect of using Jigsaw I technique on the year VIII students' reading comprehension achievement. It was proved by the value of significant column of t-test table by using SPSS software, and the result was 0.035 which was lower than 0.05 (significant level of 5%). This means that the null hypothesis ( $H_0$ ) formulated: "there is no significant effect of using cooperative learning: Jigsaw I technique on the year VIII students' reading comprehension achievement of SMPN 1 Balung Jember in the 2011/2012 academic year" was rejected, thus the alternative hypothesis: "there is significant effect of using cooperative learning: Jigsaw I technique on the year VIII students' reading comprehension achievement of SMPN 1 Balung Jember in the 2011/2012 academic year" was accepted.

The research results proved that there was significant effect of using cooperative learning: Jigsaw I technique on the year VIII students' reading comprehension achievement of SMPN 1 Balung Jember in the 2011/2012 academic year. Therefore, it is recommended for the English teacher to apply jigsaw I as an alternative technique in teaching reading comprehension.



## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah, for blessing me and giving me strength so I can finish my thesis entitled *“The Effect of using Cooperative Learning : Jigsaw I technique on The Year VIII Students’ Reading Comprehension Achievement at SMPN 1 Balung Jember in The 2011/2012 Academic Year”*.

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
4. My first consultant, Dra. Musli Ariani, M.App.Ling, and my second consultant, Drs. Sugeng Ariyanto, M.A., for their guidance and valuable suggestions that led me compile and finish my thesis.
5. The examination committee.
6. The lecturers of the English Education Program who have taught and given me a lot of knowledge,
7. The Principal, the English teacher, and the eighth grade students of SMPN 1 Balung who helped and participated willingly to involve in this research,

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, December 2011

Writer

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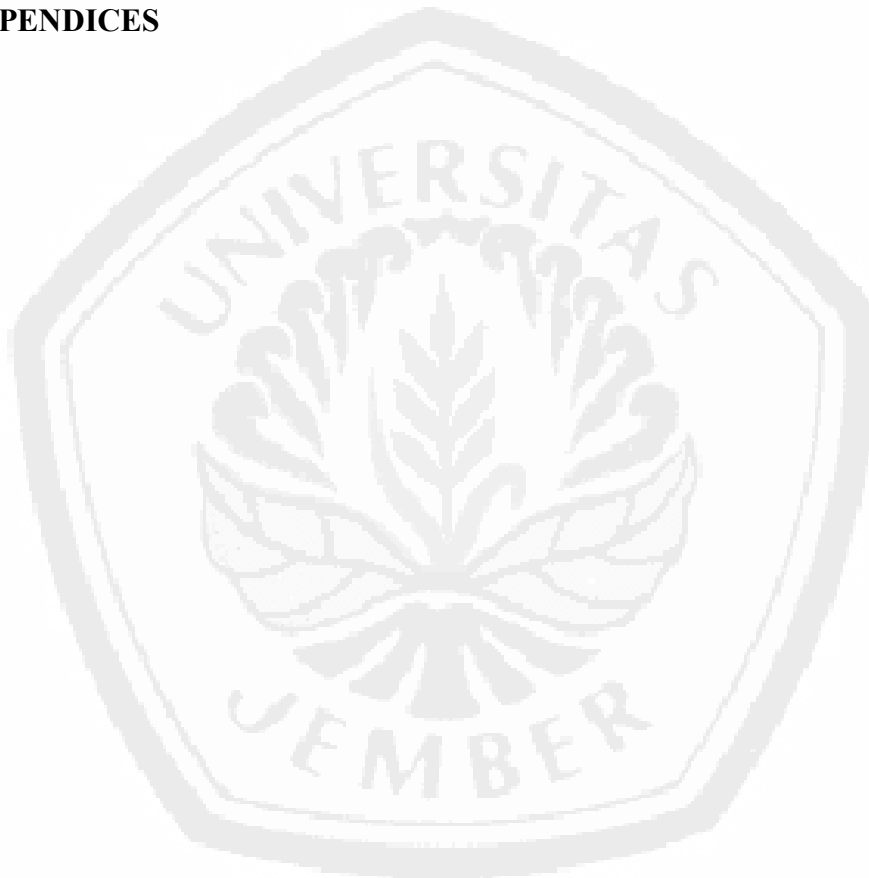
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