



**THE EFFECT OF USING JIGSAW TYPE II TECHNIQUE ON THE
READING COMPREHENSION ACHIEVEMENT OF THE SEVENTH YEAR
STUDENTS AT SMPN 6 JEMBER**

THESIS

By:

**FEBIANA SAFITRI
NIM 080210401014**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2013



**THE EFFECT OF USING JIGSAW TYPE II TECHNIQUE ON THE
READING COMPREHENSION ACHIEVEMENT OF THE SEVENTH YEAR
STUDENTS AT SMPN 6 JEMBER**

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English
Education Program of Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

By:

**FEBIANA SAFITRI
NIM 080210401014**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2013

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in a part in the University/ Faculty Libraries in all forms of media, now or here after known.

Signature : _____

Name : FEBIANA SAFITRI

Date : May 1st 2013

CONSULTANT'S APPROVAL

THE EFFECT OF USING JIGSAW TYPE II TECHNIQUE ON THE READING COMPREHENSION ACHIEVEMENT OF THE SEVENTH YEAR STUDENTS AT SMPN 6 JEMBER

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department
Faculty of Teacher Training and Education, Jember University

Name : Febiana Safitri
Identification Number : 080210401014
Level : 2008
Place, Date of Birth : Banyuwangi, February 15th, 1991
Department : Language and Arts
Program : English Language Education

Approved by:

Consultant I : Dra. Wiwiek Istianah, M.Kes, M.Pd.

Consultant II : Drs. I Putu Sukmaantara, M.Ed.

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of The Faculty of Teacher Training and Education, Jember University.

Day : Wednesday

Date : May 1st 2013

Place : Faculty of Teacher Training and Education

The Comitee:

The Chairperson,

The Secretary,

Dra. Zakiyah Tasnim, M.A.

NIP. 196201101987022001

Drs. I Putu Sukmaantara, M.Ed.

NIP. 196404241990021003

The members:

1. Dr. Aan Erlyana Fardhani, M.Pd. NIP. 196503091989022001 1.
2. Dra. Wiwiek Istianah, M.Kes., M.Ed. NIP. 195010171985032001 2.

The Dean,

Faculty of Teacher Training and Education

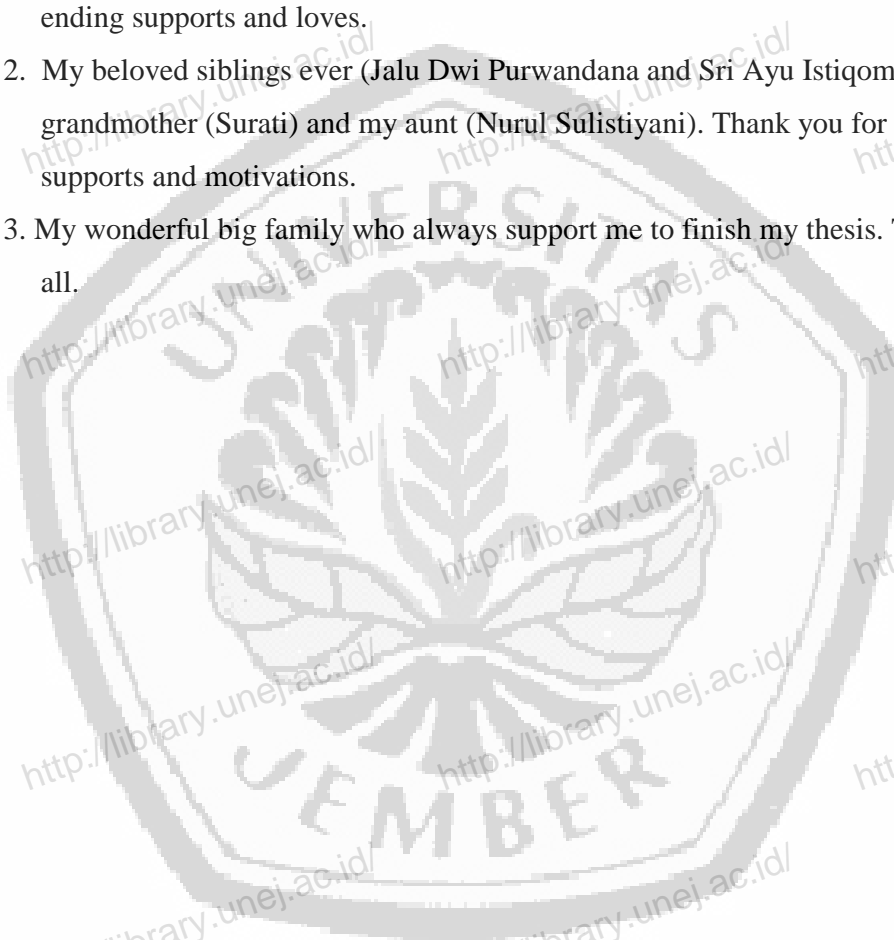
Prof. Dr. Sunardi, M.Pd.

NIP. 1954 0501 1983 03 1005

DEDICATION

This thesis is honorably dedicated to:

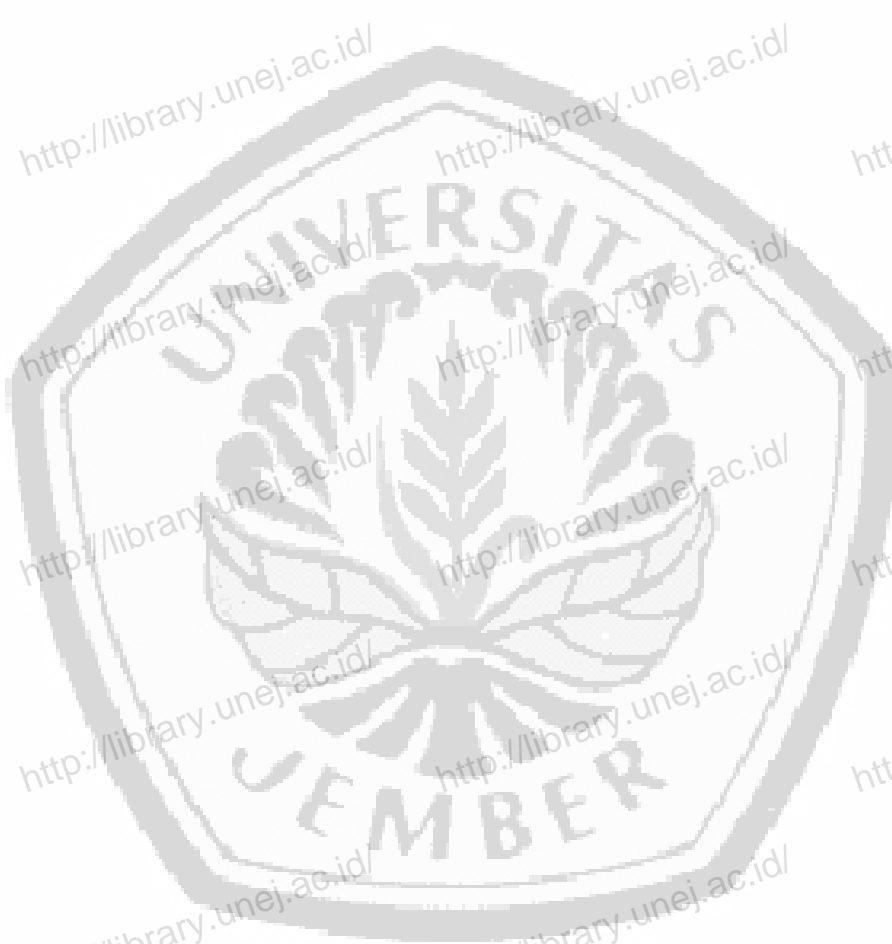
1. My beloved parent, Bambang Hermanto and Indah Kurniantari. You are the best parent and the best inspirators in the world for me. Thank you for your never ending supports and loves.
2. My beloved siblings ever (Jalu Dwi Purwandana and Sri Ayu Istiqomah), my grandmother (Surati) and my aunt (Nurul Sulistiyani). Thank you for your supports and motivations.
3. My wonderful big family who always support me to finish my thesis. Thank you all.



MOTTO

“Today a reader, tomorrow a leader.”

-W. Fusselman-



ACKNOWLEDGMENT

First and foremost, I would like to thank to Allah SWT who always leads and grants me blessing and mercy so that I am able to finish my thesis entitled, "The Effect of Using Jigsaw Type II Technique on the Reading Comprehension Achievement of the Seventh Year Students at SMPN 6 Jember".

In relation to the writing and finishing of this thesis, I would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education department.
3. The Chairperson of the English Education Program.
4. My Academic Consultant, Dra. Made Adi Andayani T., M.Ed., who has given her time and guidance during my study years.
5. My Consultants, Dra. Wiwiek Istianah, M.Kes., M.Ed. and Drs. I Putu Sukmaantara, M.Ed. I do really thank for your time, guidance, valuable advice, patience, and motivation that had led me compile and finish my thesis.
6. The Examination Committee and the Lecturers of the English Education Program.
7. The Principal of SMPN 6 Jember, the English teacher, the administration staff, and the eighth grade students who gave me permission and helped me to obtain the data for the research.
8. My best friends ever, SISTERHOOD (Anggun Happy Ananda, Eka Kusumasari, and Yuli Susanti). We have passed many things together and we will do so.

Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of listening. Any criticism and valuable suggestion would be appreciated.

Jember, May 2013

The Writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
STATEMENT OF THESIS AUTHENTICITY	ii
CONSULTANTS' APPROVAL SHEET	iii
APPROVAL OF THE EXAMINATION COMMITTEE	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
THE LIST OF APPENDICES	xi
THE LIST OF TABLES	xii
SUMMARY	xiii
I. INTRODUCTION	
1.1 Research Background	1
1.2 Research Problem	4
1.3 Research Objective	4
1.4 Research Significance	4
II. REVIEW OF RELATED LITERATURE	
2.1 Reading Comprehension Definition	6
2.2 Reading Comprehension Achievement	7
2.2.1 Identifying General and Specific Information of Descriptive Text	8
2.3 Jigsaw Type II	12

2.4 The Procedure of Jigsaw Type II in Teaching Reading	
Comprehension	14
2.5 The Advantages of Using Jigsaw Type II in Reading	
Comprehension	15
2.6 The Disadvantages of Using Jigsaw Type II in Reading	
Comprehension	16
2.7 Descriptive Text	17
2.8 The Teacher's Role	18
2.9 The Practice of Teaching Reading Comprehension	
at SMPN 6 Jember	18
2.10 Research Hypothesis	19
III. RESEARCH METHOD	
3.1 Research Design	20
3.2 Area Determination Method	22
3.3 Subject Determination Method	22
3.4 Data Collection Method	23
3.4.1 Reading Comprehension Test	23
3.4.1.1 Test Validity	25
3.4.1.2 Test Reliability	26
3.4.1.3 Difficulty Index	28
3.4.2 Interview	28
3.4.3 Documentation	29
3.5 The Operational Definitions of the Key Terms	29
3.5.1 Jigsaw Type II	29
3.5.2 Descriptive Text	30
3.5.3 Reading Comprehension Achievement	30
3.6 Data Analysis Method	30

IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Description of the Treatment	32
4.2 The Result of Secondary Data	33
4.2.1 The Result of Interview	33
4.2.2 The Result of Documentation	34
4.2.3 The Result of Try Out Tests	35
4.2.3.1 The Analysis of the Try Out	36
a) The Analysis of Difficulty Index	36
b) The Analysis of Reliability Coefficient	36
c) The Analysis of Test Validity	40
4.3 The Result of Primary Data	40
4.4 The Analysis of Pre Test and Post Test Result	40
4.5 Hypothesis Verification	45
4.6 Discussion	45

V. CONCLUSION AND SUGGESTION

5.1 Conclusion	50
5.2 Suggestions	50
5.2.1 The English Teacher	50
5.2.2 The Students	51
5.2.3 The Future Researchers	51

REFERENCES	52
-------------------------	----

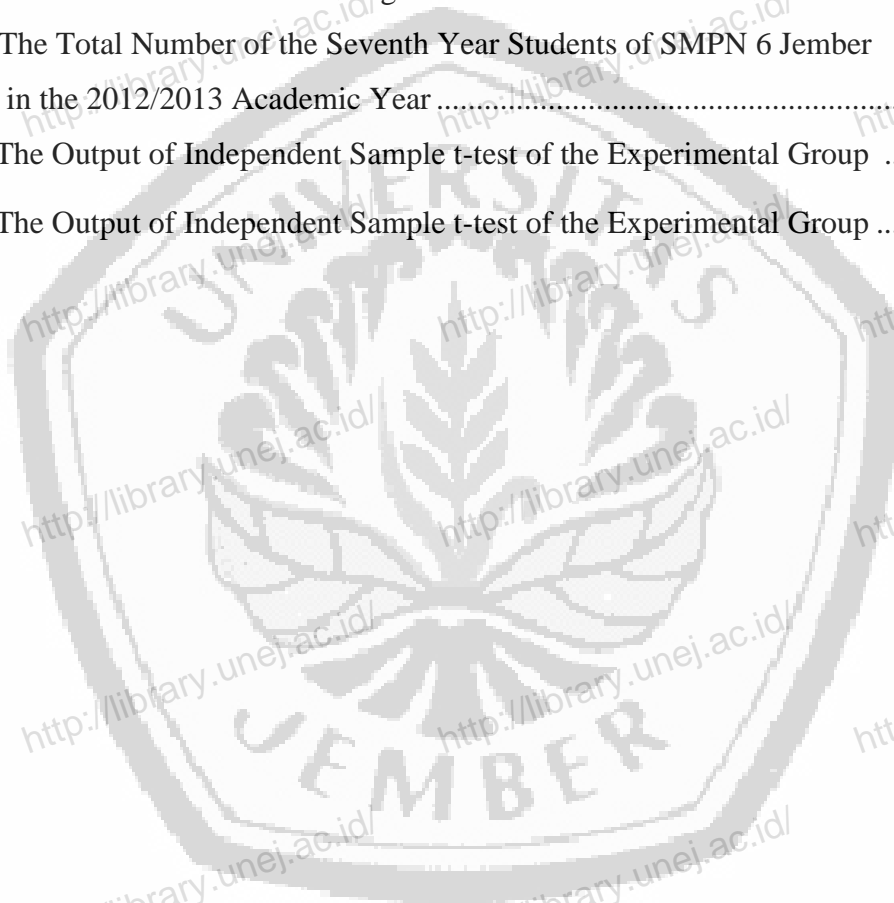
APPENDICES

THE LIST OF APPENDICES

	Page
1. Research Matrix	54
2. Lesson Plan 1	56
3. Lesson Plan 2	68
4. Interview Result	80
5. The Names of the Respondents	81
6. The Analysis of the Seventh Year Students' Odd Semester of SMPN 6 Jember in 2012/2013 Academic Year	82
7. The Analysis of Variance Computation	84
8. Pre-Test Items	87
9. Post-Test Items	93
10. Difficulty Index of Pre-Test Try Out	90
11. Difficulty Index of Post-Test Try Out	100
12. Pre-Test Try Out Result of Odd Numbers	101
13. Pre-Test Try Out Result of Even Numbers	102
14. The Division of Odd and Even Numbers in Pre-Test Try Out	103
15. Post-Test Try Out Result of Odd Numbers	104
16. Post-Test Try Out Result of Even Numbers	105
17. The Division of Odd and Even Numbers in Post-Test Try Out	106
18. The Result of Students Experimental Class	107
19. The Result of Students Control Class	108
20. The Calculation of Identifying General and Specific Information	110
21. The List of Home Groups in Experimental Class	112
22. The List of Expert Groups in Experimental Class	114
23. The List of Groups in Control Class	116
24. t-table	118

THE LIST OF TABLES

	Page
3.1 The Specification of the Test Item.....	24
3.2 The 2006 School-Based Curriculum for Reading Skill at Seventh Grade	26
4.1 The Schedule of Administering the Research.....	32
4.2 The Total Number of the Seventh Year Students of SMPN 6 Jember in the 2012/2013 Academic Year	34
4.3 The Output of Independent Sample t-test of the Experimental Group	41
4.4 The Output of Independent Sample t-test of the Experimental Group	42



SUMMARY

The Effect of Using Jigsaw Type II Technique on the Reading Comprehension Achievement of the Seventh Year Students at SMPN 6 Jember; Febiana Safitri, 080210401014; 2013: 51; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Reading is one of the language skills that should be mastered by the students in junior high schools who study the language, especially the students at SMPN 6 Jember. As informed by the English teacher, the students often felt bored in the class especially when the teacher taught reading. Sometimes they could not concentrate on the learning activity. As the result, they always misintrepeted the text because they did not understand the main idea and details of the text. This was because of the media that was used by the English teacher was too monotonous and not quite interesting.

Therefore, the English teacher should use the appropriate technique in the reading class that can help the students to comprehend the text as well as possible. One of the ways that may have a significant to increase students' reading comprehension is Jigsaw Type II technique.

This research was a quasi experimental research. The purpose of this research was to know whether or not the use of Jigsaw Type II technique has a significant effect on the reading comprhension achievement of the seventh year students at SMPN 6 Jember.

The area of this research was SMP Negeri 6 Jember. It was chosen purposively because the use of Jigsaw Type II technique had never been applied in teaching learning process in this school.

The respondents of this research were the seventh year students of SMPN 6 Jember in the 2012/ 2013 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 68 students that consisted of 34 students of VII C as the experimental group