



**IMPROVING THE EIGHTH GRADE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT BY USING JIGSAW IV TECHNIQUE  
AT SMPN 1 RAMBIPUJI JEMBER**

**THESIS**

**By**

**AGUNG IS HARDIYANA FEBRY**

**NIM 080210401025**

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

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**Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Language Education Study Program, Language and Arts Department  
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## **CONSULTANT'S APPROVAL**

### **IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING JIGSAW IV TECHNIQUE AT SMPN 1 RAMBIPUJI JEMBER**

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Name	: Agung Is Hardiyana Febry
Identification Number	: 080210401025
Place/Date of Birth	: Jember, February 4 <sup>th</sup> , 1990
Program	: English Language Study
Department	: Language and Arts
Faculty	: Teacher Training and Education

#### **Consultants**

Consultant I	: Dra. Wiwiek Istianah, M.Kes, M.Ed
Consultant II	: Drs. I Putu Sukmaantara, M.Ed

## APPROVAL OF EXAMINER COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : February, 22<sup>nd</sup> 2013

Place : The Faculty of Teacher Training and Education, Jember University

### Examiner Team

Chairperson

Secretary

Dra. Zakiyah Tasnim, M.A  
NIP. 19620110 198702 2 001

Drs. I Putu Sukmaantara, M. Ed  
NIP. 19640424 199002 1 003

The Members,

Signatures

1. Drs. Annur Rofiq, M.A, M.Sc  
NIP. 19681025 199903 1 001

.....

2. Dra. Wiwiek Istianah, M.Kes, M.Ed.  
NIP. 19501017 198503 2 001

.....

The Dean

Faculty of Teacher Training and Education  
Jember University

Prof. Dr. Sunardi, M.Pd.  
NIP. 19540501 198303 1 005

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved father, Bambang Sudiyono, S.Pd and my beloved mother, Siti Hartutik.
2. My beloved brothers, Ikhsan Is Hardiyana Syarif and Muhammad Qoidul Umam.
3. My beloved lover, Fitriya Krisdiana, S.E.

## MOTTO

*“Competition has been shown to be useful up to a certain point and no further, but cooperation, which is the thing we must strive for today, begins where the competition leaves off.”*

*~ Franklin D. Roosevelt*

*“The only thing that will redeem mankind is cooperation.”*

*~ Bertrand Russell*

## **ACKNOWLEDGEMENT**

First of all, I would like to express my deepest gratitude to Allah S.W.T. the Almighty, who always leads and provides His blessing and guidance to me, so I can finish this thesis entitled “Improving the Eighth Grade Students’ Reading Comprehension Achievement by Using Jigsaw IV Technique at SMPN 1 Rambipuji Jember”.

I do realize this thesis could not be materialized without the supervision and the cooperation of the following person. At this occasion, I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Language Education Study Program,
4. My first consultant, Dra. Wiwiek Istianah, M.Kes, M.Ed., and my second consultant, Drs. I Putu Sukmaanatara, M.Ed, for their guidance, advice and motivation in accomplishing this thesis. Their valuable counseling and contribution to the writing of this thesis are highly appreciated,
5. The Principal, the English teacher, and the students (especially Class VIII A) of SMPN 1 Rambipuji who are involved in this research,

Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism are appreciated.

Jember, February 2013

Writer

## SUMMARY

**Improving the Eighth Grade Students' Reading Comprehension Achievement by Using Jigsaw IV Technique at SMPN 1 Rambipuji Jember;** Agung Is Hardiyana Febry, 080210401025; 2013:65 pages; English Language Education Study Program of Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Jigsaw IV is one of the techniques in cooperative learning which becomes the latest series in its development. Jigsaw IV, which was developed by Holliday, lets the students to be more active and interactive by doing the tasks given by the teacher together with their groups. This technique can be applied in a large class to solve the students' problem in reading by grouping the students into small groups which consist of 5-8 students for each. There are two kinds of group in Jigsaw IV activities, Home and Expert Groups.

The research design was Classroom Action Research which was conducted to improve the eighth A students' reading comprehension achievement by using Jigsaw IV technique at SMPN 1 Rambipuji Jember in the 2011/2012 academic year. The area of this research was SMPN 1 Rambipuji Jember. The respondents of this research were class 8A students of SMPN 1 Rambipuji Jember in the 2011/2012 academic year. The research respondents were determined purposively based the result of the previous reading test score got from the English teachers. The total number of the respondents were 37 students from class 8A.

The data of this research were obtained from the students' scores of reading comprehension test, interview, documentation and observation. The reading comprehension test was administered at the end of cycle 1 and 2 to know the students' improvement on their reading comprehension achievement. Based on the results of reading comprehension test in Cycle 1 and 2, it showed that there was improvement of the number of students who got scores more than 71. There were

48.64% of the class 8A students who achieved the standard score in Cycle 1 while in Cycle 2, the number was improved to 78.37%. It indicated that the number of students who achieved the standard score improved and reached the target percentage of this research that was 75% of the total number of the class 8A students got more than 71.

Based on the result of this research, the English teacher is suggested to use and apply Jigsaw IV technique as an alternative way in solving his students' problems in reading comprehension. It was proved that Jigsaw IV technique can make the students easier in understanding and comprehending the material given by the teacher and give more chances to the students to be more active by working with the other team members to solve their problems. Besides, it is suggested to the students to use Jigsaw IV as their new learning experience in improving their reading comprehension. Moreover, it is suggested that the result of this research can be used by the future researchers as a reference or information in conducting the same study in the future research dealing with the application of Jigsaw IV technique in improving the students' reading comprehension achievement with the same research design at other schools, or to different level of students.