



**IMPROVING CLASS VIII D STUDENTS' PARTICIPATION AND  
READING COMPREHENSION ACHIEVEMENT BY USING  
JIGSAW I TECHNIQUE AT SMPN SUKORAMBI, JEMBER IN  
THE 2012/2013 ACADEMIC YEAR.**

**THESIS**

By:

**SITI MAISAROH  
070210491123**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ART DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2013**



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Sukorambi, Jember in the 2012/2013 Academic Year.**

**THESIS**

**Presented as One of the Requirements to Obtain S1 Degree of the English  
Education Program of the Language and Arts Education Department of Faculty  
of Teaching Training and Education  
Jember University**

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**SITI MAISAROH  
070210491123**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ART DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2013**

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Siti Maisaroh  
070210491123

## CONSULTANTS' APPROVAL

### **Improving Class VIII D Students' Participation and Reading Comprehension Achievement by Using Jigsaw I Technique at SMPN Sukorambi, Jember In The 2012/2013 Academic Year**

#### THESIS

Composed to Fulfill One of the Requirements to Obtain the S-1 Degree  
at English Education Program, Language & Department,  
Faculty of Teacher Training and Education,  
Jember University

Name : Siti Maisaroh  
Identification Number : 070210491123  
Level : 2007  
Place and Date of Birth : Lumajang, 03 August 1989  
Departement : English Education Department  
Program : Language and Arts Program

Approved by

Consultant 1

Consultant 2

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

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

## APPROVAL OF EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and education of Jember University.

Day : Wednesday  
Date : May 15<sup>th</sup>, 2013  
Place : The Faculty of Teacher Training and Education

### Examiners' Team

The Chairperson

The Secretary

Drs. Sugeng Ariyanto, M.A  
NIP. 19590412 198702 1 001

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

The members,

1. Drs. I Putu Sukmaantara, M. Ed 1.  
NIP 19640424 199002 1 003
2. Dra. Wiwiek Istianah, M.Kes, M.Ed,App. Ling 2.  
NIP. 19501017 198503 2 001

Faculty of Teacher Training and Education  
The Dean,

**Prof. Dr. Sunardi M.Pd**  
**NIP. 19540501 198003 1 005**

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents Sujiwo and Suriyam. Thank you very much for your guidance and your endless love.
2. My older sister Halimah Tusya'diyah and Siti Aroha. Your supports and help will be always remembered.
3. The sunshine of my life, Sandy Eko Prasetyo. Thank you for always being in my side forever and ever.

## **MOTTO**

“The more that you read the more things will you know. The more you learn,  
the more places you’ll go”

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Jember, March 2013

The Writer



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## SUMMARY

**Improving Class VIII D Students' Participation and Reading Comprehension Achievement by Using Jigsaw I Technique at SMPN Sukorambi, Jember 2012/2013 Academic Year;** Siti Maisaroh, 070210491123; 2013; 65 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This classroom action research was intended to improve the class VIII D students' participation and students' reading comprehension achievement by using Jigsaw I technique at SMPN Sukorambi, Jember in the 2012/2013 academic year. The respondent of this research was the class VIII-D students of SMPN Sukorambi, Jember. This class was chosen because the students still have difficulties in comprehend reading text and the students were lack of motivation. There were only 12 out of 30 students (40%) who could achieve the Passing Grade (SKM=72).

This classroom action research consisted of two cycles in which each cycle covered the stages of planning of the action, implementation of the action, classroom observation and reflection of the action. Then, each cycle was conducted in two meetings, in which reading comprehension test was conducted in the third meeting. The data about the students' reading comprehension achievement were collected through reading comprehension test. Observation was used to monitor the students' active participation in the teaching learning process by using Jigsaw I technique.

From the results of classroom observation in Cycle 1, it was known that there were 20 out of 30 students (66.7%) who actively involved in the teaching and learning process of reading in the first meeting, and there were 22 out of 30 students (73.3%) who actively participated in the teaching and learning process of reading in the second meeting. The result above had not achieved the target of this research. The results of the reading comprehension test showed that there were only 19 out of 30 students (63.3%) who got scores at least 72. This meant that the results of reading comprehension test in Cycle 1 has not achieved the research target that is at least 75%

of the students got score at least 72. Therefore, the action was continued in Cycle 2 by revising some necessary aspects which make the actions in Cycle 1 failed.

Based on the results of observation in the first meeting in cycle 2, there were 24 out of 30 students (80%) who actively involved in the teaching learning process of reading. In the second meeting, there were 26 out of 30 students (86.7%) who were actively involved during the teaching learning process of reading. Meanwhile, The percentage of the students' reading comprehension achievement test in Cycle II was 76.7%. There were 23 out of 30 students got the reading comprehension scores 72. It means that the standard requirement of 75% of the total students got scores at least 72 had been fulfilled. It means that the result of students' reading comprehension achievement in cycle 2 was improved.

Based on the results above, it could be concluded that the use of Jigsaw I technique could improve the class VIII D students' active participation in the teaching learning process of reading and improve reading comprehension achievement at SMPN Sukorambi, Jember in the 2012/2013 academic year. Then, it is suggested to the English teacher to also use Jigsaw I technique as one of the alternative techniques in teaching reading to improve the teaching quality of reading, the students' reading comprehension achievement, and students' active performance during the teaching and learning process of reading.