



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

THESIS

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

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Faculty of Teacher Training and Education
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2013

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

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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.
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MOTTO

“Today a reader, tomorrow a leader.”

-W. Fusselman-

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Jember, May 2013

The Writer

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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

taught by using Jigsaw Type II technique, while the control group consisted of 34 students of VII E taught by using group working technique.

The data of this research were collected from the students' scores of reading comprehension test, interview and documentation. The reading comprehension test was collected from the pre test and post test to make comparison of the gained scores between the two groups after the treatment, and the result was analyzed by using t-test formula. Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group ($11.47 > 6.42$). The result of the t-test analysis with significant level of 5% was higher than that of the t-table. This means that the null hypothesis was rejected, thus the alternate hypothesis stating that the use of Jigsaw Type II technique has a significant effect on the reading comprehension achievement of the seventh years students at SMPN 6 Jember was accepted. It indicated that there was a significant effect of using Jigsaw Type II technique on the reading comprehension achievement of the seventh years students at SMPN 6 Jember. Therefore, it is recommended for the teacher to use Jigsaw Type II as alternative technique in teaching reading comprehension.