



**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
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CONSULTANT'S APPROVAL

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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



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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.

CHAPTER I. INTRODUCTION

This Classroom Action Research was conducted to improve the reading comprehension achievement of the class 8A students of SMP Negeri 1 Rambipuji Jember, since the students faced difficulties in comprehending reading texts. The students were given the action by using Jigsaw IV Technique to help them read the text comprehensively. The steps of this technique were slightly different from that of the previous versions: Jigsaw I, Jigsaw II, Jigsaw III. This chapter presents the introduction of the research that includes the background of the research, the problems of the research, the objectives of the research, and the significances of the research. Each issue is described respectively in the following sections.

1.1 The Background of the Research

In this era, called globalization era, the role of English is very important. English becomes an international language. It is used by most of people in the world to communicate each other, whether it is used as a native language, a second language or a foreign language. Thus, the use of English affects to the human life, such as economy, politics, arts, sports, and so on.

Most of countries in the world use English as a foreign language. Richard and Rodgers (2001:3) state that today English is the world's most widely studied foreign language. Furthermore, Crystal (2003:5) states that English is now the language most widely taught as a foreign language - in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil - and in most of these countries it is emerging as the chief foreign language to be encountered in the schools, often displacing another language in the process. It proves that the role of English is very important nowadays. In Indonesia, English is considered a foreign language. It means that English is not used as daily language. It is only used at work or at school.

Based on the 2006 School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (BSNP, 2006:277) for Junior High School, there are four skills that must be taught in the schools in Indonesia, namely listening, speaking, reading, and writing. By teaching those four language skills, hopefully the students are able to master English so that they will be able to communicate well by using it. Besides those four skills, there are three language components that must be taught integrately. They are grammar, vocabulary and pronunciation.

As mentioned above, reading is one of the language skills that should be mastered by junior high school students. According to Harris and Smith (1972:8), reading is a process of communication between the writer and the reader. It means that the message that the writer has written must be understood by the reader so that the reader can reach the goal of reading.

The purposes of reading, according to Grellet (1996:4), are divided into two: reading for pleasure and reading for information. When someone can understand a text well, they will be able to get some information they need even they can amuse themselves by reading. To obtain the purposes, the students must have good ability in understanding the text. They must comprehend the content of the text well. Muji (2010:6) states that in the reading activity, it is not only saying words or sentences which are stated on the passage but also obtaining the information so that the reading activity is meaningful.

Dealing with the purpose of reading, the eighth grade students experienced difficulties in comprehending a text. Based on the preliminary study conducted on February 3rd, 2012 with two English teachers who teach the eighth grade, Mr. Sudiyono and Miss Kulsum, it was known that most of the eighth grade students' difficulty was grasping ideas in reading a text. Most of the students tend to find each word meaning by looking for the meaning in the dictionary. The students could not get the whole paragraph even the whole text idea because they spent too much time while their reading chance was limited by the teachers. Thus, when the teachers asked them to answer some questions related to the text, they could not answer it. They only

guessed the answers. Besides, most of the students in the class did not pay attention while the teachers explained the materials in front of the class. Eventhough the teachers gave them some questions during his explanation in order to activate them during the lesson in the class, it seemed hard for the students to be active. Some of them tried to answer the question given orally by the teachers but most of them were silent. Consequently, most of the students scores were below 71, the minimum standard score at SMPN 1 Rambipuji, when the teachers administered a post test related to the material given. The scores showed that the class which got the lowest percentage of the total number of the students whose score is ≥ 71 was class 8A taught by Mr. Sudiyono. It was known from the data that there were only 29.7% of the whole students who got score more than 7. It means that there were only 11 students who passed the test while 26 students did not pass it. Besides, this class got the lowest average score compared with the other five classes.

Related to the problems, the teacher had done some efforts to improve the students' comprehension achievement and their participation in the reading class. The teacher had asked the students to translate the text but it indicated that the students were hard to comprehend the sentences, the paragraphs even the whole text. It was because the students tried to get their comprehension by searching each word meaning in the dictionary while it was not enough to comprehend the whole text. The other technique that was used by teacher was providing some tasks to the students. Unfortunately, it did not work well either. In conclusion, it needed another way to overcome the problems. It was required to apply other approaches, methods, and techniques in the reading class.

Jigsaw is a teaching technique which was designed by Aronson in 1970s. It is one of the techniques in Cooperative Learning. According to Richards and Rodgers (2001:192), Cooperative Learning, which is part of a more general instructional approach also known as Collaborative Learning (CL), is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Thus, in Jigsaw technique, the students were divided into

some small groups consist of 5-6 students in each group. It is like the idea of Slavin (1991:11), who explains that in Jigsaw class, the members of different teams who have studied the same sections meet in “expert groups” to discuss their section. Then the students return to their teams. It means that in Jigsaw activities, there are home group and expert group.

The latest version of Jigsaw is Jigsaw IV which was developed by Holliday. Jigsaw has been developed since there were some weaknesses in the previous versions. In order to get maximum result of this research, the researcher used Jigsaw IV technique.

Previous studies have shown the effectiveness of the use of Jigsaw in the classroom. Sari (2011) is one of the researchers who conducted an experimental research to the eighth grade students’ at SMPN 2 Tanggul Jember. She reported that there was a significant effect of using Jigsaw technique. The second researcher is Sahin (2010). He conducted an experimental research to the students’ attitudes to written expression course at Turkish language teacher department. He found that Jigsaw technique was effective on the students’ academic achievement in written expression course classes. He also found that most of the students experienced a great development in getting access to information. The third researcher is Zakiyah (2010). She conducted a classroom action research to the tenth grade students at MA Darussalam in the 2009/2010 academic year. She reported that the application of Jigsaw technique could improve the student’s reading comprehension achievement. She also found that Jigsaw technique could improve the students’ participation in the reading class. The fourth researcher is Abidin (2011) who conducted a classroom action research to improve the grade eight students’ writing achievement at SMPN 1 Puger in the 2009/2010 academic year. He reported that the application of Jigsaw technique in the writing class could improve the students’ writing ability. Furthermore, he reported that the students’ active participation also increased. In conclusion, Jigsaw technique can be one of effective techniques that can be applied in the classroom to improve the students’ reading achievement.

Based on the explanations above, the researcher needs to conduct a classroom action research to overcome the problems. The title of this research is “Improving the Eighth Grade Students’ Reading Comprehension Achievement by Using Jigsaw IV Technique at SMPN 1 Rambipuji Jember”.

1.2 The Problems of the Research

There are two research problems formulated based on the research background above:

1. Can the use of Jigsaw IV Technique improve the class 8A students’ reading comprehension achievement at SMPN 1 Rambipuji Jember in the 2011/2012 academic year?
2. Can the use of Jigsaw IV Technique improve the class 8A students’ participation in reading class at SMPN 1 Rambipuji Jember in the 2011/2012 academic year?

1.3 The Objectives of The Research

The research objectives of this research are formulated based on the background and the problems as follows:

1. To improve the class 8A students’ reading comprehension achievement through Jigsaw IV technique at SMPN 1 Rambipuji in the 2011/2012 academic year.
2. To improve the class 8A students’ participation in reading class through Jigsaw IV technique at SMPN 1 Rambipuji in the 2011/2012 academic year.

1.4 The Significance of the Research

The result of this research is expected to give contribution to the following people.

1.4.1 The English Teacher

This research is expected to be useful for the English teacher as the input or information in teaching English by using Jigsaw IV to vary the teaching techniques used so far to improve the students' reading comprehension achievement.

1.4.2 The Students

Hopefully, the implementation of Jigsaw IV technique in teaching reading in class 8A at SMPN 1 Rambipuji can give a new learning experience for the students in improving the reading comprehension achievement through the use of Jigsaw IV in the reading class.

1.4.3 The Future Researchers

The result of this research is expected to be useful for future researchers as the information and a reference to conduct further 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.