



**A DESCRIPTIVE STUDY ON THE ELEVENTH GRADE STUDENTS'  
READING COMPREHENSION ACHIEVEMENT TAUGHT BY USING  
LECTURING METHOD AND JIGSAW I IN THE MULTILINGUAL CLASS  
AT MAN 1 JEMBER**

**THESIS**

**By:**

**MEGA FARIZIAH NUR HUMAIROH  
NIM 08021091052**

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

**2013**



**A DESCRIPTIVE STUDY ON THE ELEVENTH GRADE STUDENTS'  
READING COMPREHENSION ACHIEVEMENT TAUGHT BY USING  
LECTURING METHOD AND JIGSAW I IN THE MULTILINGUAL CLASS  
AT MAN 1 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:

**MEGA FARIZIAH NUR HUMAIROH  
NIM 080210491052**

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

**2013**

**DEDICATION**

*This thesis is honorably dedicated to:*

- 1. My beloved parents, Nurulloh Dhofir Mursyid and Tri Farida Lena, who offered me unconditional love and support throughout the course of this thesis. I do love you. You are my great inspiration in my entire life. Thank you for your never ending love.*
- 2. My beloved younger brother, Muhammad Afif Zahirul Alam. Thank you for your support and motivation.*
- 3. My fiancé, Muhammad Salman Al Farisi, who kept my spirit up when the troubles failed me. Without his lifting me up when this thesis seemed interminable, I doubt it should ever have been completed. I have answered and completed their challenge.*

## **MOTTO**

“Read! In the name of your Lord who created(1). Created man, out of a clot (of blood)(2). Read! And your Lord is the most bountiful(3). Who taught (the use of) the pen(4). Taught man what he knew not(5).”

*QS. Al Alaq 1-5*

## **CONSULTANT'S APPROVAL**

### **A DESCRIPTIVE STUDY ON THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT TAUGHT BY USING LECTURING METHOD AND JIGSAW I IN THE MULTILINGUAL CLASS AT MAN 1 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	: Mega Fariziah Nur Humairoh
Identification Number	: 080210491052
Level	: 2008
Place, Date of Birth	: Jember, March 20 <sup>th</sup> , 1990
Department	: Language and Arts
Program	: English Language Education

Approved by:

Consultant I :Dra. Wiwiek Istianah., M.Kes. M.Ed. M.App. Ling.

Consultant II :Eka Wahjuningsih, S.Pd. M.Pd.

## 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 : June 26<sup>th</sup>, 2013

Place : Faculty of Teacher Training and Education

The Examiner Committee:

The Chairperson,

The Secretary,

Drs. Sugeng Ariyanto, M.A.  
NIP. 195904121987021001

Eka Wahjuningsih, S.Pd. M.Pd.  
NIP. 197006121995122001

The Members:

1. Dra. Zakiyah Tasnim, M.A.  
NIP.196201101987022001

1. ....

2. Dra. Wiwiek Istianah M.Kes. M.Ed. App. Ling  
NIP. 195010171985032001

2. ....

The Dean,

Faculty of Teacher Training and Education

Prof. Dr. Sunardi, M.Pd.  
NIP. 1954 0501 1983 03 1005

## ACKNOWLEDGMENT

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 that I can finish this thesis entitled “A Descriptive Study on the Eleventh Grade Students’ Reading Comprehension Achievement Taught by Using Lecturing Method and Jigsaw I in the Multilingual Class 1 at Man 1 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, Drs. Sugeng Ariyanto, M.A.
5. My Consultants, Dra. Wiwiek Istianah., M.Kes. M.Ed. M.App. Ling. and Eka Wahjuningsih, S.Pd. M.Pd. I do 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 MAN 1 Jember, the English teacher, the administration staff, and the eleventh grade students of Multilingual Class who gave me permission and helped me to obtain the data for the research.
8. My entire friends English Department 2008, we have passed many things together. Thanks for everything.

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 reading. Any criticism and valuable suggestion would be appreciated.

Jember, June 2013

The Writer

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE</b> .....	i
<b>DEDICATION</b> .....	ii
<b>MOTTO</b> .....	iii
<b>CONSULTANTS' APPROVAL SHEET</b> .....	iv
<b>APPROVAL OF THE EXAMINER COMMITTEE</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>THE LIST OF APPENDICES</b> .....	x
<b>THE LIST OF TABLES</b> .....	xi
<b>SUMMARY</b> .....	xii
<b>I. INTRODUCTION</b>	
<b>1.1 Background of the Study</b> .....	1
<b>1.2 Problems of the Research</b> .....	5
<b>1.2.1 General Problems</b> .....	5
<b>1.2.2 Specific Problems</b> .....	5
<b>1.3 Objectives of the Research</b> .....	6
<b>1.3.1 General Objectives</b> .....	6
<b>1.3.2 Specific Objectives</b> .....	6
<b>1.4 Significances of the Research</b> .....	7
<b>1.4.1 For the English Teacher</b> .....	7
<b>1.4.2 For the Students</b> .....	7
<b>1.4.3 For Other Researchers</b> .....	7
<b>1.5 The Limitation of the Study</b> .....	8
<b>II. RELATED LITERATURE REVIEW</b>	
<b>2.1 The Teaching of English Reading</b> .....	9
<b>2.1.1 Lecturing Method</b> .....	10



2.1.2 Jigsaw 1 .....	11
2.2 Reading .....	12
2.3 Reading Comprehension .....	13
2.3.1 Comprehending words .....	14
2.3.2 Comprehending Sentences .....	16
2.3.3 Comprehending Paragraphs .....	17
2.3.4 Comprehending the Whole Text .....	22
2.4 Reading Comprehension Achievement .....	22
2.5 Hortatory Exposition Text .....	23
2.6 The Teaching of Reading in 2006 Institutional Level Curriculum for SMA/ MA .....	25
<b>III. RESEARCH METHODOLOGY</b>	
3.1 Research Design .....	28
3.1.1 Research Procedures .....	29
3.2 Research Area Determination Method .....	29
3.3 Research Respondent Determination Method .....	30
3.4 Operational Definition of the Terms .....	31
3.4.1 Teaching of English Reading .....	31
3.4.2 Reading Comprehension Achievement .....	31
3.4.3 Hortatory Exposition Text .....	31
3.5 Data Collection Method .....	32
3.5.1 Observation .....	32
3.5.2 Reading Comprehension Achievement Test .....	33

<b>3.5.3 Documentation</b> .....	37
<b>3.5.4 Interview</b> .....	38
<b>3.5.5 Data Analysis Methods</b> .....	39
<b>IV. RESEARCH RESULTS AND DISCUSSION</b>	
<b>4.1 The Description of the Study</b> .....	41
<b>4.2 The Result of Observation</b> .....	42
<b>4.3 The Result of Interview</b> .....	44
<b>4.4 The Result of Tryout</b> .....	45
<b>4.4.1 The Analysis of Test Validity</b> .....	46
<b>4.4.2 The Analysis of Difficulty Index</b> .....	46
<b>4.4.3 The Analysis of Reliability Coefficient</b> .....	47
<b>4.5 The Result of Reading Comprehension Achievement Test</b> .....	49
<b>4.6 The Result of Documentation</b> .....	56
<b>4.7 Discussion</b> .....	56
<b>V. CONCLUSION AND SUGGESTION</b>	
<b>5.1 Conclusion</b> .....	60
<b>5.2 Suggestions</b> .....	61
<b>REFERENCES</b> .....	
<b>APPENDICES</b> .....	

## THE LIST OF APPENDICES

	Page
1. Appendix 1 Research matrix .....	65
2. Appendix 2 KTSP 2006 MAN 1 Jember.....	67
3. Appendix 3 Reading Comprehension Achievement Test .....	74
4. Appendix 4 Answer Keys .....	84
5. Appendix 5 The English Teacher's Observation Checklist.....	85
6. Appendix 6 The Students' Observation Checklist .....	89
7. Appendix 7 Guide of Interview and Documentation .....	93
8. Appendix 8 Teacher's Lesson Plan of Meeting 1.....	96
9. Appendix 9 Teacher's Lesson Plan of Meeting 2.....	102
10. Appendix 10 The Odd Number Scores of Each Item in Tryout Class.....	108
11. Appendix 11 The Even Number Scores of Each Item in Tryout Class.....	109
12. Appendix 12 The Division of Odd Even Numbers .....	110
13. Appendix 13 The Difficulty Index of Each Test Item and Its Interpretation.....	111
14. Appendix 14 The Names of Research Respondent.....	112
15. Appendix 15 The Student' Reading Comprehension Achievement Score.....	113

## THE LIST OF TABLES

	Page
2.1 Curriculum of Class XI SMA/MA, semester 2.....	26
3.1 The Distribution of Each Test Items .....	37
3.2 The Classification of the Students' Achievement.....	40
4.1 The Index of Difficulty Level.....	46
4.2 The Students' Reading Comprehension Achievement Taught by Using Lecturing Method and Jigsaw 1 .....	51
4.3 The Classification of the Students' Achievemen.....	53
4.4 The Students' Scores of Reading Comprehension.....	54
4.5 The Students' Hortatory Exposition Text Reading Achievement of Each Indicator.....	55

## SUMMARY

**A Descriptive Study on the Eleventh Grade Students' Reading Comprehension Achievement Taught by Using Lecturing Method and Jigsaw I in the Multilingual Class at MAN 1 Jember;** Mega Fariziah Nur Humairoh, 0802104091052; 2013; 61 pages; English Language Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Reading is one of the skills that is really needed by everyone. Students who are studying English as Foreign Language also need reading skill to get information and new knowledge. Yet, they sometimes have less motivation in reading. Therefore, the English teachers are constantly looking for the best way to teach reading in order to help their students to comprehend the text well.

The purpose of this study was to describe the eleventh grade students' English reading comprehension achievement taught by using lecturing method and jigsaw I in the Multilingual class at MAN Jember 1. More specifically, the study sought to describe students' reading comprehension achievement covering comprehending words, comprehending sentences, comprehending paragraph, and comprehending the whole text.

The design of this study was descriptive study. The research subjects were the students of eleventh grade Multilingual Class that were determined purposively. In collecting data, the researcher used observations, interview, test, and also documentation. Observation and interview was used to investigate the teaching English reading taught by using lecturing method and jigsaw 1 conducted by the English teacher. Further, reading achievement test was used to measure the students' reading comprehension achievement taught by using lecturing method and jigsaw 1. Then, documentation was also utilized to get other data which were related and needed to the topic research. The quantitative data were analyzed statistically using percentage score, but the qualitative data were analyzed non-statistically by describing the real condition of what was being observed.

Based on the result of observation, it was known that the English teacher applied lecturing method and jigsaw I in teaching reading hortatory exposition text. Moreover, the English teacher did not provide any media except power point. The English teacher delivered materials to the students from textbook which was owned by the teacher only and gave additional exercises from LKS which was owned by each student. Further, the teacher used comprehension questions to measure students' reading comprehension.

The data of the test which were in the form of percentage score (reading comprehension achievement) was analyzed by using descriptive statistic. It was found that the highest percentage of four indicators was word comprehension with the percentage 71.25% which belonged to the "fair" category. Then, it was followed by the percentage of sentence comprehension that was 67.19% which was classified as "poor" level. The percentage of paragraph comprehension was 63.84% which belonged to "poor" category. The lowest percentage of four indicators was the whole text comprehension achievement with the percentage 60.00% that was classified as "poor" category. Thus, it is clear that the students are still in poor level in comprehending the text especially hortatory exposition text.

Then, based on the result of this research, it can be suggested that the teaching English reading hortatory exposition text conducted by the English teacher needs to be developed by applying different appropriate teaching technique, using interesting media, and providing various material. It is aimed at helping students in reading comprehension. The researcher hopes that other researchers can use the findings of this research as the basis to conduct other research designs.