



**THE EFFECT OF USING JIGSAW TYPE II IN COOPERATIVE LEARNING  
ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT AT SMPN 2 TANGGUL JEMBER**

**THESIS**

By

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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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Composed to fulfill one of the requirements to obtain S1 Degree at the English  
Education Program, Language and Arts Education Department,  
the Faculty of Teacher Training and Education

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## **DEDICATION**

This thesis is honorably dedicated to my beloved mother Tri Wahyuni Wulandari and my beloved father Agus Dartawan.

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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 2011

The Writer

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## SUMMARY

**The Effect of Using Jigsaw Type II in Cooperative Learning on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Tanggul Jember;** Novita Maya Sari, 060210491115; 2011:47; English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University

There are four language skills that should be mastered by the students who study the language namely; listening, speaking, reading, and writing. As it has been stated in the 2006 Institutional Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP, 2006:2), the main objective of teaching English at Junior High School is to help students master the four language skills and reading is one of the language skills that should be mastered by the students. In teaching reading, the English teacher should apply the appropriate model in the reading class that helps the students get message or the information from the text. Therefore, applying Jigsaw type II as one of the cooperative learning model can help the students to comprehend the reading materials.

This research was an experimental research. The purpose of this research was to know whether or not the use Jigsaw type II in Cooperative Learning has a significant effect on the eighth grade students' reading comprehension achievement at SMPN 2 Tanggul Jember. The area of this research was SMP Negeri 2 Tanggul Jember. It was chosen purposively because the use of Jigsaw type II had never been applied in teaching learning process in this school.

The respondents of this research were the eighth grade students of SMPN 2 Tanggul Jember in the 2010/ 2011 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 77 students that consisted of 40 students of VIII C as the

experimental group taught by using Jigsaw type II, while the control group consisted of 37 students of VIII E taught by using Question-Answer method.

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 post test to make comparison between the two groups after the treatment, and the result was analyzed by using t-test formula. Based on the computation of the t-test formula of the scores of the post test on reading comprehension achievement test, it showed that the statistical value of t-test was 3.19 while the value of t-table at significant level 5% with df (72) was 2.00. It means that the statistical value of t-test was higher than that of t-table. Consequently, the null hypothesis ( $H_0$ ): "The use of Jigsaw type II in Cooperative Learning has not a significant effect on the eighth grade students' reading comprehension achievement at SMPN 2 Tanggul Jember" was rejected. On the other hand, the alternate hypothesis: "The use of Jigsaw type II in Cooperative Learning has a significant effect on the eighth grade students' reading comprehension achievement at SMPN 2 Tanggul Jember" was accepted. It indicated that there was a significant effect of using Jigsaw type II in Cooperative Learning on the eighth grade students' reading comprehension achievement at SMPN 2 Tanggul Jember.

Based on the result of this research, the English teacher is suggested to apply this teaching and learning model to teach English, especially to teach reading comprehension skill. Further, the students of SMPN Negeri 2 Tanggul are suggested to use Jigsaw type in their study, especially in reading comprehension. They can use Jigsaw type II to improve their reading comprehension achievement. Furthermore, by knowing this discussion model, they can also apply this discussion model independently to improve their academic achievement and social skills. 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 researches by using different research design such as a classroom action research to improve the students' reading comprehension through Jigsaw type II in Cooperative Learning or using the same design, that is, an experimental study to

know the effect of Jigsaw type II in Cooperative Learning but on different model of Cooperative Learning.