

THESIS

**THE USE OF JIGSAW TECHNIQUE
TO IMPROVE READING COMPREHENSION
OF THE TENTH GRADE STUDENTS
OF SMAN 5 KUPANG
IN THE SCHOOL YEAR 2017/2018**



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**TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2017**

THESIS

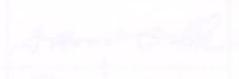
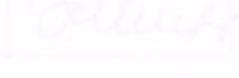
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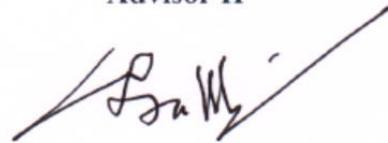
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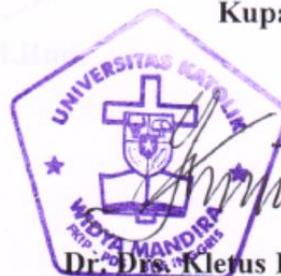


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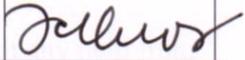
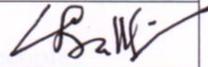
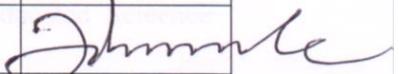
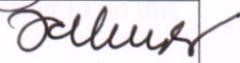
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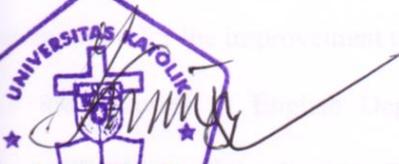
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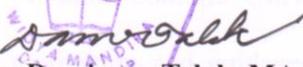
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Kupang, 2017

The writer

MOTTO

**“YOUR FUTURE IS YOUR UNKNOWN
PARADISE”
(MARIO TEGUH)**

DEDICATION

This thesis is especially dedicated to my beloved:

- ✚ Parents (Donatus and Bertha),
- ✚ Sister (Eni)
- ✚ Brothers (Gervas and Yohanes)
- ✚ All my families, relatives, friends, who are very attentive to the success of my study
- ✚ My almamater Widya Mandira Catholic University

ABSTRACT

The title of this study is **“THE USE OF JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF SMAN 5 KUPANG IN THE SCHOOL YEAR 2017/2018 (A CLASSROOM ACTION RESEARCH)**. The study is conducted to answer the following questions: 1). Is the use of jigsaw technique able to improve reading comprehension of the tenth grade students of SMAN 5 Kupang in the school year 2017/2018? 2). What is the ability level of the tenth grade students of SMAN 5 Kupang in reading after they are taught using jigsaw technique? The objectives of the study are (1) to find out whether or not the use of jigsaw technique in teaching able to improve reading comprehension and (2) to find out the ability level of the tenth grade students of SMAN 5 Kupang in the school year in reading after they are taught using jigsaw. This research used Classroom Action Research. (CAR). Which was adopted from Kurt Lewin’s design; which consists of 2 cycles. Every cycle consists of four phases they are planning, acting, observing, and reflecting. The subject of the study was the tenth grade students of SMAN 5 Kupang consisting of 30 students from class X MIA 5. The instrument used in this study were lesson plan and tests. There were 2 tests given to the students in this study, they were: pre-test and post-test. Based on the analysis of data, the writer concludes that (1) jigsaw technique is able to improve student’s reading comprehension. Related to the results, in the pretest there was nine students get the point 65 who passed the KKM and the mean score of the class is 62,33%. While, in the result of posttest one using jigsaw technique, there were 29 students in the class who passed the KKM and their mean is 96,67%. (2) The students level of reading in the posttest 1 is 84% while in the post test 2 the level is 85,26%. Based on the result of this study the following are suggestions that need to be considered: (1) The application of jigsaw technique is effective to improve reading ability of the tenth grade students of SMAN 5 Kupang especially reading. (2) The level of students reading ability is 85,26 and classified as “good”. (3) The result of students learning in individual can be achieved. The analysis of student learning show that, there are 21 students 70% who got the high score of 88, while there is 1 student 3,33% who got the lowest score that is 55 compare with the minimum score given by Ministry of Education (65) and the minimum score in SMAN 5 Kupang (65). (4) The activities in students learning are good for paying attention and listening to the explanation given by the teacher (71) and the low activities are making question (65). Then followed the other activities are finish the task and discussing with the other students in groups (67) and giving responses and answering the questions in groups (67). Based on the finding the writer would like to give the suggestion that since jigsaw technique is good in teaching reading so it can be used by the teacher of English in teaching reading.

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