

THESIS

**IMPROVING STUDENTS' UNDERSTANDING OF
NARRATIVE READING TEXT BY USING JIGSAW**

(A CLASSROOM ACTION RESEARCH AT THE NINTH GRADE STUDENTS
OF SMPK GIOVANNI KUPANG IN THE SCHOOL YEAR 2014/2015)



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SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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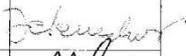
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MOTTO

” NO MAN IS AN ISLAND”

(John Donne)

DEDICATION

This thesis is particularly dedicated to:

❖ My Beloved parents :

(Leonardus Maku and Eviana Asi)

❖ My Beloved Brothers (Arky and Orys)

❖ My dearest family of Arkimas

❖ My dearest friends FBI Crew class B “a Pain

For all hearts”

❖ My Almamater Widya Mandira Catholic University.

❖ And all my families, relatives, friends, who are very attentive to
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Kupang, October 2014

The writer

ABSTRACT

This study is entitled “Improving Students’ Understanding of Narrative Reading Text by Using Jigsaw” (A Classroom Action Research at the Ninth Grade Students of SMPK Giovanni Kupang in the school year 2014/2015). This study is conducted in order to answer the following questions: (1) Is jigsaw technique effective in improving students’ understanding of narrative reading text at ninth grade students of SMPK Giovanni Kupang in the school year 2014/2015? (2) What is students’ level of understanding narrative reading text after using jigsaw technique? The main objectives of the study are to find out whether jigsaw technique effective or not in improving students’ understanding of narrative reading text at ninth grade students of SMPK Giovanni Kupang in the school year 2014/2015 and to find out the students’ level of understanding narrative reading text after using jigsaw technique. The writer used Classroom Action Research (CAR) to solve students’ problem in understanding narrative reading text. Kurt Lewin’s model which consists of four phases, planning, acting, observing and reflecting is implemented in this data. This research was held at IXC students of SMPK Giovanni Kupang in the school year 2014/2015. The number of the entire students was 32. The findings of this study showed that the students’ understanding of narrative reading text improved by using jigsaw technique. It was proven by the data which derived from this study. From the result, there were three tests conducted, those are pre-test, post test 1 and post test 2. The improvements of students understanding of narrative reading text can be seen clearly in the improvement of their achievement in the post-test. The mean of pre-test is 68.59. The minimal mastery level criterion (KKM) SMPK Giovanni Kupang is 75. It means there were only 37.5% or 12 students who were able to pass KKM and there were 20 students who were not able to pass the KKM. The mean of post-test 1 is 77.12. It is showed that 59.37% or 19 students passed the KKM and there were 13 students whose score still below KKM. Next, the mean of post-test 2 score was 79.90. The percentage of students who could get the score above the KKM in post-test 2 was 81.25% or 26 students whose score passed the KKM and there were 6 students who were below the target of KKM. The result of this study shows that using jigsaw technique is effective in improving students’ understanding of narrative reading text to the ninth grade students of SMPK Giovanni Kupang. There was a significant increase of the test results from pre-test to post-test 1 and from post-test 1 to post-test 2. Based on the result of this study the following are some suggestions that needed to be considered: (1) The teachers of English are expected to use jigsaw as a technique in the teaching narrative reading text, because it can help students to improve reading skill. (2) For the students, Jigsaw is very useful both active and passive students to improve their abilities of communication or the group skill and students are forced to study more and respond in learning process. (3) For other researcher, it is expected that the other researcher should use this writing as the consideration for researching some other problems dealing with teaching reading comprehension using jigsaw technique. It is really possible that there are another more effective ways to teach narrative reading text. Hopefully, there will be an improvement for the next study.

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