

**THESIS**

**THE USE OF JIGSAW TECHNIQUE  
TO IMPROVE READING ABILITY  
OF THE EIGHTH GRADE STUDENTS  
OF SMPK ST.THERESIA KUPANG  
IN THE SCHOOL YEAR 2016/2017**



**VICTOR APRINUS ROHI**

**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATIONAL SCIENCES  
FACULTY  
WIDYA MANDIRA CATHOLIC UNIVERSITY  
KUPANG  
2017**

**THESIS**

**THE USE OF JIGSAW TECHNIQUE  
TO IMPROVE READING ABILITY  
OF THE EIGHTH GRADE STUDENTS  
OF SMPK ST.THERESIA KUPANG  
IN THE SCHOOL YEAR 2016/2017**



**VICTOR APRINUS ROHI**

**NO. REG. 121 13 030**

**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATIONAL SCIENCES  
FACULTY  
WIDYA MANDIRA CATHOLIC UNIVERSITY  
KUPANG  
2017**

**THE USE OF JIGSAW TECHNIQUE  
TO IMPROVE READING ABILITY  
OF THE EIGHTH GRADE STUDENTS  
OF SMPK ST.THERESIA KUPANG  
IN THE SCHOOL YEAR 2016/2017**

**Presented in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Language Educational**

**VICTOR APRINUS ROHI**

**REG. NO. 121 13 030**

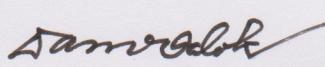
**ENGLISH STUDY PROGRAM  
TEACHER TRAINING AND EDUCATIONAL SCIENCES  
FACULTY  
WIDYA MANDIRA CATHOLIC UNIVERSITY  
KUPANG  
2017**

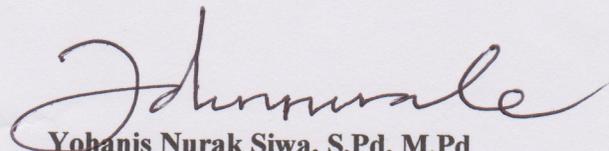
**THE USE OF JIGSAW TECHNIQUE  
TO IMPROVE READING ABILITY  
OF THE EIGHTH GRADE STUDENTS  
OF SMPK ST. THERESIA KUPANG  
IN THE SCHOOL YEAR 2016/2017**

**Approved by**

**Advisor I**

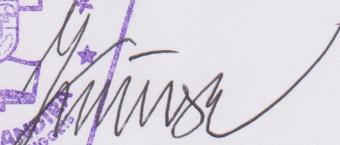
**Advisor II**

  
**Dr. Damianus Talok, MA**

  
**Yohanis Nurak Siwa, S.Pd, M.Pd**

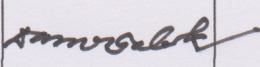
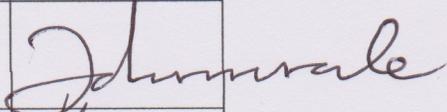
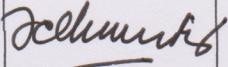
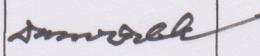
**Acknowledged by**

**Head of English Education Study Program  
Teacher Training Educational Science Faculty of  
Widya Mandira Catholic University  
Kupang**

  
  
**Dr. Drs. Kletus Erom, M. Hum**

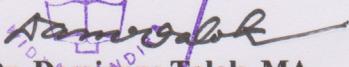
This thesis was defended on June 03, 2017

Board of examiners

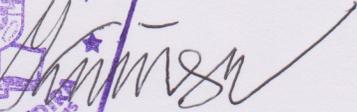
No	N a m e s	Positions	Signatures
1	Dr. Damianus Talok, MA	Chairman	
2	Yohanis Nurak Siwa, S.Pd, M.Pd	Secretary	
3	Dr. Drs. Kletus Erom, M.Hum	Examiner I	
4	Drs. Ataburan Klemens, M.Hum	Examiner II	
5	Dr. Damianus Talok, MA	Examiner III	

Acknowledged by

Dean of FKIP UNWIRA

  
Kupang  
UNIVERSITAS KATOLIK  
WIDYA MANDIRI  
KUPANG  
Dr. Damianus Talok, MA

Head of English Education Study

program of FKIP UNWIRA Kupang  
  
UNIVERSITAS KATOLIK  
WIDYA MANDIRI  
KUPANG  
Dr. Drs. Kletus Erom, M. Hum

## ACKNOWLEDGEMENT

First of all, the writer would like to express his deepest gratitude to God for the blessing given to him. Secondly, the writer realized that in accomplishing this study and writing this thesis, there are many people having got involved. For all the things done to help, the special thanks are devoted to the following persons.

1. Dr. Damianus Talok, MA as the Dean of Teacher Training and Educational Science Faculty for all administrative affairs.
2. Dr. Drs. Kletus Erom, M. Hum as the Head of English Study Program who gave permission to the writer to hold this study.
3. Dr. Damianus Talok, MA as his first advisor and Yohanis Nurak Siwa, S.Pd. M.Pd as his second advisor for their guidance, motivation, advice, supporting, and criticism during the process until the completion of this writing.
4. Dr. Drs. Kletus Erom, M. Hum as his first examiner and Drs. Ataburan Klemens, M. Hum as his second examiner for their correction, suggestion for the improvement of this writing.
5. All the lecturers of English Study Program who have given the writer the valuable knowledge to do this thesis.
6. Sr. Dafrosa Muti, SSpS, SE as the Headmaster of SMPK St. Theresia Kupang who has given the writer permission to get the data for this study.
7. Jacobus Seran, S.Pd as the English teacher Of SMPK St. Theresia Kupang who has given the writer permission to get the data for this study.
8. The students of SMPK St. Theresia Kupang especially the eighth grade students of class VIIIA who participated in this research.

9. His beloved parents, brothers, sisters, and his beloved niece who supported his in finishing this thesis.
10. All his friends of semester VIII students (2013) of English Department especially Yolanda Snae, Erna Pelmelay, Yovita Kote, Violin Kolly, Lucia Dokubani, Laura da Silva, Stefania Tahu who helped and motivated the writer to finish this study.
11. All his best friends Kabe, Marcona, Nike Alome, Ogi, Bernad, Sitti, Evan, Rey, Ella, Naeny, Giska for their support, prayer and motivations.
12. Eventually, the writer realized that this thesis is still incomplete and it will be useful for the students of FKIP UNWIRA Kupang, especially for the English Department students who are going to take thesis writing in the coming semester.

Kupang, May 2017

The writer

**MOTTO**

*Blessed is the man who trusts in the Lord,  
Whose trust is the Lord  
(Jeremiah 17:7)*

## **DEDICATION**

**This Thesis is particularly dedicated to my beloved :**

- 1. Parents (Soleman Willa and Fince Adolfina Rohi, S.Pd)**
- 2. Brothers, sisters, niece and nephew (Shally, Febby, Try, Dani, Boni, Bryan, Waldy, Ovhy, Syani, Vhyna, Puput, Angga, John, Chasya, Aline and Glen)**
- 3. Best friends (Ademira, Yunikke, Yogi, Marissa, Bernadete, Ratna)**
- 4. Almamater Widya Mandira Catholic University**

## ABSTRACT

The title of this study is “**The Use Of Jigsaw Technique To Improve Reading Ability Of The Eighth Grade Students Of SMPK St. Theresia Kupang In The School Year 2016/2017**”. The problem statement of this study are: 1) Is using Jigsaw Technique effective to improve reading ability of the eighth grade students of SMPK St. Theresia Kupang? 2) What is the ability level on reading of the eighth grade students after being taught using jigsaw technique? The objectives of this study are: 1) to find out whether or not the use of jigsaw technique is effective to improve the reading ability of the eighth grade students of SMPK St. Theresia Kupang. 2) To find out the ability level on reading of the eighth grade students after being taught using jigsaw technique. To achieve the objectives, the writer conducted Classroom Action Research (CAR). In this research, the writer conducted 2 cycles. The Participant of this study was 24 students. In teaching learning process, the writer used Jigsaw technique to improve students reading ability in narrative text. The writer also distributed an observation sheet in order to asses the classroom activity during the teaching learning process. The result of the study shows that Jigsaw technique is effective in improving reading ability of the eighth grade students of SMPK St. Theresia Kupang. It is effective because by using this technique the students are provided with a preparation before they come to group discussion. So, in the group discussion every student share their idea and discuss about their assignment in the group and finally, the students draw a conclusion. The effectiveness is also indicated by the improvement of the average score from the pre-test to the post-test 2. In the pre-test the average score is 70.63 and students’ reading ability is classified as **Fairly Good**. In the post-test 1, the average score improve to 79.17 and students’ reading ability is classified as **Good**. And in the post-test 2, the average score is improved to 91.04 and students’ reading ability is classified as **Very Good**. And in addition the use of jigsaw in teaching learning process increases students’ participation in discussion. Regarding this study, the writer would like to express some suggestions. They are: 1) For English Teacher, since the result of this study indicates that Jigsaw is effective in improving students’ reading ability, the writer suggests to use this technique in teaching learning process. 2) For other researcher who conducts similar study regarding Jigsaw technique, the writer suggest to study about the effectiveness of this technique in improving reading ability in the other kind of the text.

## TABLE OF CONTENT

	<b>Pages</b>
<b>COVER</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of Problems .....	4
1.3 Objective of the Study.....	4
1.4 Significance of the Study .....	4
1.5 Scope and Limitation of the Study.....	5
1.6 Definition of Terms.....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>7</b>
2.1 Theories .....	7
2.2 Review of Previous Studies.....	13
2.3 Conceptual Framework .....	16
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>17</b>
3.1 Types of Research .....	17
3.2 Subject of the Study .....	18
3.3 Types and Sources of Data.....	18
3.4 Research Instrument.....	18
3.5 Research Procedures .....	21
3.6 Techniques of Data Gathering.....	22
3.7 Methods and Techniques of Data Analysis.....	23
<b>CHAPTER IV DATA ANALYSIS AND DISCUSSION</b> .....	<b>24</b>
4.1 The Implementation of Jigsaw Technique .....	24
4.2 Data Analysis .....	37
4.3 Discussion .....	43
<b>CHAPTER V CONCLUSION AND SUGGESTION</b> .....	<b>45</b>
5.1 Conclusion.....	45
5.2 Suggestion .....	46
<b>BIBLIOGRAPHY</b> .....	<b>47</b>
<b>APPENDICES</b> .....	<b>49</b>

## LIST OF TABLES

	<b>Pages</b>
Table 1. The Students' Observation Sheet.....	28
Table 2. The Students' Observation Sheet.....	35
Table 3. The Result of Pre-Test .....	37
Table 4. The Result of Post-Test 1 .....	39
Table 5. Comparison between Pre-Test and Post-Test 1 .....	40
Table 6. The Result of Post-Test 2 .....	41
Table 7. Comparison between Post-Test 1 and Post-Test 2.....	43