The Effect of Jigsaw and GTM on the Reading Comprehension Achievement of the Second Grade of Senior High School Students

THESIS

In Partial Fulfillment of the Requirement for
the Sarjana Pendidikan Degree in
English Language Teaching

By:

YULLIA ROSSIANA
1213002092

English Department
Faculty of Teacher Training and Pedagogy
Widya Mandala Catholic University
Surabaya

2007

APPROVAL SHEET (1)

This thesis entitled The Effect of Jigsaw and GTM on the Reading Comprehension Achievement of the Second Grade of Senior High School Students, prepared and submitted by Yullia Rossiana, has been approved and accepted by the following advisors as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching.

Prof. Dr. Veronica L. Diptoadi, M. Sc.
First Advisor

Dr. Agustinus Ngadiman
Second Advisor

APPROVAL SHEET (2)

This Thesis has been examined by the committee on the Oral Examination with grade _____ on July 23rd, 2007

Dra. Siti Mina Tamah, M. Pd.
Chairperson

M.G. Reino Palupi, M. Pd.
Member

Johanes Leonardi Taloko, M. Sc.
Member

Prof. Dr. Veronica L. Diptoadi, M. Sc.
First Advisor

Dr. Agustinus Ngadiman
Second Advisor

Approved by:

Dra. Agnes Santi Widiati, M. Pd.
Dean of the Teacher Training and Pedagogy Faculty

Dra. Susana Teopilus, M. Pd.
Head of the English Department

ACKNOLEDGEMENTS

First of all the writer would like to thank Jesus Christ for His blessing and mercy that enable her to finish this thesis. The writer would also like to express the gratitude and appreciation to:

1. Prof. Dr. Veronica L. Diptoadi, M.Sc., her first advisor, who has been willing to spend her valuable time to guide, examine, and give suggestions for completing the writer's thesis.
2. Dr. Agustinus Ngadiman, her second advisor, who has been patiently giving guidance and valuable suggestions to make her thesis better.
3. Sr. Valeria S.Sp.S, S.Pd., the principal of St. Agnes Senior High School, who was willing to give the writer an opportunity to carry out her study at school.
4. The writer's parents who inspired and encourage her to finish this thesis.
5. Julianto Seno Putra, the writer's fiancé for the prayers, love and support to finish this thesis.
6. The writer's brothers, Dany and Yulius, who have their own way in supporting the writer.
7. The writer's friends Aive and Aisin for teaching and helping the writer to use the SPSS program.
8. The writer's close friends, Diah "Beibek", Shinta "Jeng PongQ" and Yulianti for the support and prayers.

Finally, the writer wants to thank those whose names have not been mentioned for giving valuable contribution and helping the writer finish this thesis.

The writer realizes that all the guidance, support, time and chance given are useful for her to enlarge her knowledge and enable her to arrange the report as well as it should be.

Surabaya, June 2007

The writer

TABLE OF CONTENTS

APPROVAL SHEET (1) i

APPROVAL SHEET (2) ii

ACKNOWLEDGEMENTS iii

TABLE OF CONTENT v

ABSTRACT ix

CHAPTER I: INTRODUCTION 1

1.1. Background of the Study 1

1.2. Statement of the Problem 2

1.3. Objective of the Study 3

1.4. Theoretical Framework 3

1.5. Hypothesis 4

1.6. Significance of the Study 4

1.7. Scope of the Study 4

1.8. Definition of Key Terms 5

1.9. Organization of the Thesis 6

CHAPTER II: REVIEW OF RELATED STUDY 7

2.1. The Nature of Reading 7

2.1.1. Types of Reading 8

2.2. Teaching Reading 9

2.3. Grammar Translation Method (GTM) 10

2.3.1. Definition of GTM 10
2.3.2. Teaching Reading Using GTM 11
2.3.3. The Step of Using GTM in Reading Class 12
2.4. Constructivism 12
2.5. Cooperative Learning 14
2.6. Jigsaw 15
2.6.1. Definition of Jigsaw 15
2.6.2. Advantages of Using Jigsaw 16
2.6.3. Teaching Reading Using Jigsaw 16
2.6.4. Steps of Using Jigsaw Technique in Reading Class 18
2.7. Review of Related Study 19
CHAPTER III: RESEARCH METHOD 20
3.1. Research Design 20
3.2. Population and Sample 21
3.3. Variables 22
3.4. Treatments 23
3.5. Materials 27
3.6. Research Instrument 27
3.6.1. Validity of the Test 28
3.6.2. Reliability of the Test 28
3.6.3. Level of Difficulty 29
3.6.4. Discrimination Power 30
3.7. Procedures of Collecting Data 31

3.8. Procedures of Data Analysis 32
3.8.1. Scoring Technique 32
3.8.2. Data Analysis Technique 32
CHAPTER IV: RESULT OF DATA ANALYSIS AND DISCUSSIONS .. 34
4.1. Findings 34
4.1.1. Result of Data Analysis 34
4.1.2. Hypothesis Testing 35
4.2. Discussion of the Findings 36
CHAPTER V: CONCLUSION AND SUGGESTION 39
5.1. Conclusion 39
5.2. Suggestions 40
REFERENCES 43
APPENDICES 46
Appendix 1: The Summative Scores 46
Appendix 2: The Calculation of the Summative Test Using ANOVA 47
Appendix 3: The Calculation of Summative Test Using ANOVA among the Three Groups 49
Appendix 4: Try Out and the Pretest Posttest 50
Appendix 5: The Calculation of the Reliability 64
Appendix 6: The Calculation of Difficulty Index and Discrimination Power 66
Appendix 7: Lesson Plan for Treatments in Experimental and Control Groups 67

Appendix 8: Pretest, Posttest and Gain Scores 91

Appendix 9: The Calculation of Gain Score 92

Abstract

Rossiana, Yullia. 2007. ***The Effects of Jigsaw and GTM on the Reading Comprehension Achievement of the Second Grade of Senior High School Students.*** An unpublished S-1 thesis of the English Department of Widya Mandala Catholic University.

Advisors: (1) Prof. Dr. Veronica L. Diptoadi, M. Sc., (2) Dr. Agustinus Ngadiman

Key terms: Reading, Constructivism, Cooperative Learning, Jigsaw, Grammar Translation Method (GTM), Teaching, Secondary students.

English as a foreign language in Indonesia is considered to be the most important language among other foreign languages. It is simply because of its status as an international language. It is spoken in most of the countries around the world. This fact leads Indonesian people to learn English, and even the government has put English as a compulsory subject included in the curriculum.

There are four skills in learning English; listening, speaking, reading and writing. Among those four skills, reading seems to occupy the most time, especially in senior high school. However, the students get bored easily in reading class because most of the teachers still using the old method such as reading the passage aloud, find the words, and answer the question. Most of the activities in the class are held by the teacher. To overcome the problem above, the writer applies jigsaw technique which concern on students' orientation.

The aim of this study is to compare the effectiveness of Jigsaw and GTM on second grade of senior high school students' reading achievement. The subjects of the study used are two classes of the second grade of St. Agnes Senior High School. A quasi-experimental research with a pretest-posttest non-equivalent control group design was used to do this research. In order to know the effects of those two techniques, the writer used the pretest posttest as the instrument with 16 multiple choice items.

To calculate the data, t-test for significance of difference between two means for independent samples was used. After analyzing the data which had been collected, the writer found out that t-observation was 1.244 and t-table was 1.671. The t-observation was lower than t-table, it means the gain score was not significantly different. It means the students who were taught using Jigsaw technique did not have a better reading achievement than those who were taught using GTM.