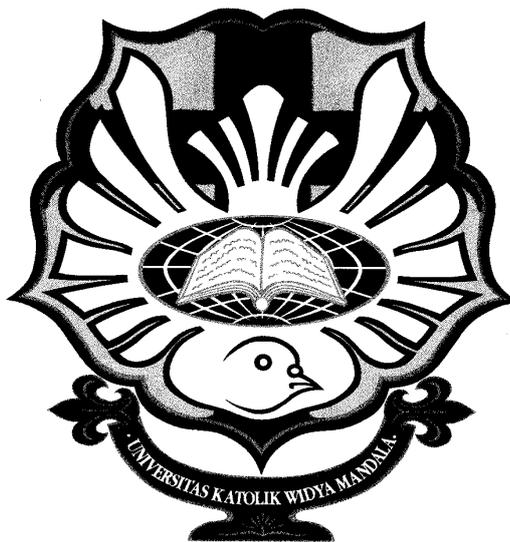


**THE EFFECT OF USING JIGSAW TECHNIQUE AND  
TRADITIONAL TECHNIQUE ON THE READING  
COMPREHENSION ACHIEVEMENT OF  
SDK ST. YOHANNES GABRIEL STUDENTS**

**THESIS**

**As Partial Fulfillment of the Requirement for  
The *Sarjana* Pendidikan Degree in  
English Language Teaching**



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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**December 2006**

## APPROVAL SHEET

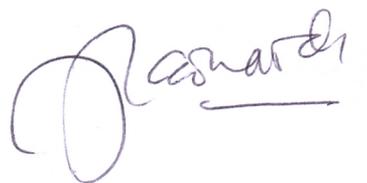
(1)

This thesis entitled "*The Effect of Using Jigsaw Technique and Traditional Technique on the Reading Comprehension Achievement of SDK St. Yohannes Gabriel Students*" which is prepared and submitted by Ong Ervina Larissa Susanto has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Degree in English Language Teaching Faculty by the following advisor:



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This thesis has been examined by the committee of an Oral Examination  
with the grade of .....on January 4<sup>th</sup>, 2007



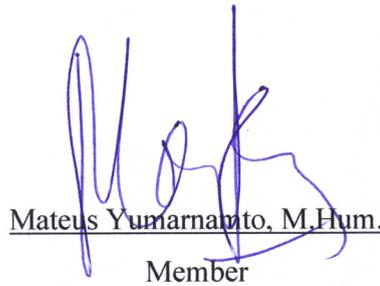
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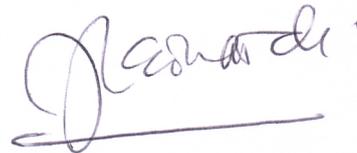
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The writer

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## ABSTRACT

Ervina, Ong. 2006. *The Effect of Using Jigsaw Technique and Traditional Technique on the Reading Comprehension Achievement of SDK St. Yohannes Gabriel Students*. Program Studi Pendidikan Bahasa dan Seni FKIP. Universitas Katolik Widya Mandala Surabaya

Advisors: (1) Dra. Siti Mina Tamah M.Pd. (2) Johannes Leonardi Taloko M.Sc.

Keywords: Reading Comprehension, Cooperative Learning and Jigsaw Technique.

In this globalization era, English has become one of the important qualifications that Indonesian people must have in order to get a better economic life, since there are many job fields requiring English competence. Realizing the importance of English, Indonesia has tried to implement English in its educational curriculum as early as possible. As a consequence, English has become a compulsory subject that is taught starting from elementary school.

There are four basic skills in learning English. They are listening, speaking, reading and writing. One of the basic skills that can make the students become active in exploring and constructing new knowledge is reading. In reality, however, many children find difficulties in comprehending a reading passage. Besides the limited time, most teachers still deal with the traditional reading techniques. The teacher holds the main role and thus reducing students' opportunity to participate actively. To overcome the problem above, the teacher is suggested to apply one of the cooperative learning methods. In this study, one of the methods employed is Jigsaw technique.

In this study, the writer wanted to compare the effectiveness of Jigsaw technique and the traditional technique on the reading comprehension achievement. The writer used two classes of the fifth year students of SDK St. Yohannes Gabriel, Surabaya as the subjects of her study. In order to know the effects of those two techniques on the students' reading comprehension achievement, the writer administered a multiple-choice test with 26 items to the students. It was used for the pretest and posttest for experimental and control groups. The treatment was given three times for both groups. Jigsaw technique was conducted in experimental group and traditional technique in control group.

After collecting and analyzing the data by using t-test for significance of the difference between two means for independent samples, the writer found out that the mean scores of the Posttest of the experimental group was 14.1333 and the control group was 14.2553. The posttest mean scores between the two groups were not significantly different. It means that the jigsaw technique did not influence the students' reading comprehension achievement. The Jigsaw technique did not show significant contribution to the students' reading comprehension.