

**THE EFFECT OF USING JIGSAW TECHNIQUE
ON THE READING COMPREHENSION ACHIEVEMENT OF
SDK SANTA THERESIA II STUDENTS
BASED ON KARIM TAXONOMY**



By:
Ellisa Yani Widjaja
1213003004

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND PEDAGOGY
WIDYA MANDALA CATHOLIC UNIVERSITY**

January, 2007

APPROVAL SHEET

(1)

This thesis entitled The Effect of Using Jigsaw Technique on the Reading Comprehension Achievement of SDK Santa Theresia II Students Based on Karim Taxomony which is prepared and submitted by Ellisa Yani Widjaja has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



Dra. Siti Mina Tamah, M.Pd.

Advisor I



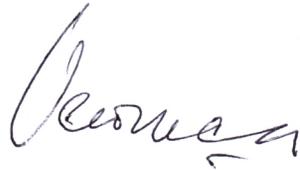
Paulus Hady Sutris Winarlim, M.Sc.

Advisor II

APPROVAL SHEET

(2)

This thesis has been examined by the committee of an Oral Examination
with the grade of on January 8, 2007.



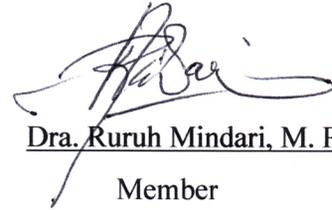
Prof. Dr. Veronica L. Diptoadi, M. Sc.

Chairman



Dra. Susana Teopilus, M. Pd.

Member



Dra. Ruruh Mindari, M. Pd.

Member



Dra. Siti Mina Tamah, M.Pd.

Member



Paulus Hady Sutris Winarlim, M.Sc.

Member



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



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

ACKNOWLEDGEMENT

First of all the writer would like to thank God for His blessing and spirit that enable her to accomplish this thesis. The writer would also like to express the deepest gratitude and appreciation to:

1. Dra. Siti Mina Tamah, M. Pd. and Paulus Hady Sutris Winarlim, M. Sc., her first and second advisors, who have patiently guided, given comments and suggestions on her thesis and have been willing to spend her valuable time in examining the writer's thesis.
2. Yoh. M. Annie Herawati, the headmistress of SDK Santa Theresia II, Surabaya, who has permitted and given a valuable chance for her to carry out her study at the school.
3. Andreas Andri Sugiono, the English teacher of SDK Santa Theresia II, who has helped her in carrying out the treatments.
4. The students of SDK Santa Theresia II, especially class VA and VB of the academic year 2006/2007, who have participated in this study.
5. Lucia Anna Kamsasi, S. Psi., the headmistress of SDK Santa Theresia I, Afrieyola Petymia, S. Pd., the English teacher, and the students of VA and VD at the academic year 2006/2007, who have given a chance for the writer to conduct the try-out.
6. Ong Ervina L.S. and Linda Anggraini, the writer's friends, who have given help and support during the accomplishment of this thesis.
7. The writer's family for their love and support during the accomplishment of this thesis.

Finally, the writer would also like to thank many others whose names are not mentioned for giving valuable contribution so that the writer could accomplish this thesis on time.

God bless you all.

Surabaya, December 2006

The writer

TABLE OF CONTENT

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	iv
ABSTRACT	vii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Significance of the Study	4
1.5 Theoretical Framework	5
1.6 Hypothesis	5
1.7 Definition of Key Terms	6
1.8 Scope and Limitations of the Study	7
1.9 Organization of the Thesis	8
CHAPTER II: REVIEW OF RELATED LITERATURE	9
2.1 Reading Process in Language Learning	9
2.2 The Schemata Theory	10
2.3 Skimming and Scanning	12
2.4 Types of Questions	13
2.4.1 Factual Questions	13
2.4.2 Inference Questions	13
2.4.3 Main Idea Questions	14
2.5 Cooperative Learning for Teaching Reading	14
2.5.1 Definition of Cooperative Learning	14
2.5.2 Functions of Cooperative Learning	15
2.5.3 Kinds of Cooperative Learning	16

2.5.4 Selection of Using Cooperative Learning	17
2.5.5 Benefits of Using Cooperative Learning	18
2.6 Jigsaw Technique	20
2.6.1 Definition of Jigsaw Technique	20
2.6.2 Functions of Jigsaw Technique	21
2.6.3 Benefits of Jigsaw Technique	21
2.6.4 The Application of Jigsaw Technique	23
2.6.4.1 Forming Groups	23
2.6.4.2 Working in the Expert Teams	24
2.6.4.3 Working in the Jigsaw Groups	25
2.7 Traditional Technique	26
2.8 Characteristics of Children	26
2.9 Theory of Teaching Reading to Children	27
2.10 Previous Studies	28
CHAPTER III: RESEARCH METHOD	30
3.1 Research Design	30
3.2 Variables	31
3.3 Treatments	32
3.3.1 Treatment in the Experimental Group	32
3.3.2 Treatment in the Control Group	33
3.4 Population and Samples	35
3.5 Research Instrument	36
3.5.1 Reliability of the Test	36
3.5.2 Level of Difficulty	37
3.5.3 Discrimination Power	38
3.5.4 Validity of the Test	39
3.6 Procedure of Data Collection	41
3.7 Technique of Data Analysis	44

CHAPTER IV: FINDINGS AND DISCUSSIONS	46
4.1 Data	46
4.2 Data Analysis	46
4.2.1 Analysis for Hypothesis Testing Related to Factual Questions	49
4.2.2 Analysis for Hypothesis Testing Related to Inference Questions	49
4.2.3 Analysis for Hypothesis Testing Related to Main Idea Questions	50
4.3 Findings	51
4.4 Interpretation of the Findings	52
 CHAPTER V: CONCLUSION	 56
5.1 Summary	56
5.2 Recommendations	57
 BIBLIOGRAPHY	
APPENDIX	

List of Appendices

Appendix 1 (The Calculation of Test Reliability of the First Try-Out)	59
Appendix 2 (The Calculation of Test Reliability of the Second Try-Out)	61
Appendix 3 (The Calculation of Item Difficulty and Item Discrimination of the First Try-Out)	63
Appendix 4 (The Calculation of Item Discrimination of the Second Try-Out)	65
Appendix 5 (The Scores of the Try-Out Classes and The SPSS Result of the <i>t-test</i> for Independent Samples Test)	66
Appendix 6 (Pretest for the First and the Second Try-Out)	68
Appendix 7 (Pretest for the Treatment)	74
Appendix 8 (Lesson Plan of the Experimental Group for the treatments)	77
Appendix 9 (Lesson Plan of the Control Group for the treatments)	95
Appendix 10 (The Pretest and Posttest Scores of the Experimental and Control Groups)	113
Appendix 11 (The Pretest and Posttest Scores of the Experimental and Control Groups after Data Reduction)	115
Appendix 12 (The SPSS Result of the <i>t-test</i> for Non-Independent Samples)	116
Appendix 13 (The Result of ANCOVA for Subjects Effects)	117
Appendix 14 (The Result of ANCOVA for Subjects Effects)	118
Appendix 15 (The SPSS Result of the <i>t-test</i> for Paired Samples Test)	120

ABSTRACT

Widjaja. Ellisa Yani. 2006. **The Effect of Using Cooperative Learning by Using Jigsaw Technique on the Reading Comprehension Achievement of SDK Santa Theresia II Students Based on Karim Taxonomy.** Program Studi Pendidikan Bahasa Inggris. FKIP. Universitas Katolik Widya Mandala, Surabaya.

Advisors: Dra Siti Mina Tamah, M.Pd.
Paulus Hady Sutris Winarlim, M. Sc.

Key Words: Reading Process, Types of Questions, Cooperative Learning and Jigsaw Technique

In Competency-Based Curriculum, the spoon feeding technique is expected to be abandoned. In this new curriculum, students are the ones who become the centers of the learning and teachers only act as facilitators. Students are required to be active in their own learning.

One of the ways in creating a conducive atmosphere is by applying a technique in which students are actively involved in the learning activities. In this technique students are expected to learn something by experiencing it (learning by doing). If they are actively involved, it is much easier for them to master the material.

In this study, the writer wanted to compare the effectiveness of Jigsaw Technique and the Traditional Technique on the reading comprehension achievement. She used two classes of the fifth grade students of SDK Santa Theresia II, Surabaya as the subjects of her study. The students were given a multiple-choice test with 26 items consisting of Factual, Inference and Main Idea questions. After collecting and analyzing the data by using ANCOVA (Analysis of Covariance) formula, the writer found out that there was no significant difference in reading comprehension achievement between fifth grade elementary school students taught by using jigsaw technique and those taught by using the traditional lecture technique in answering Factual, Inference and Main Idea questions.