

**THE EFFECT OF JIGSAW II & GTM ON
THE READING COMPREHENSION ACHIEVEMENT OF
THE FIRST YEAR OF SENIOR HIGH SCHOOL STUDENTS**

A THESIS

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



Written by:

LISA SOEBRATA

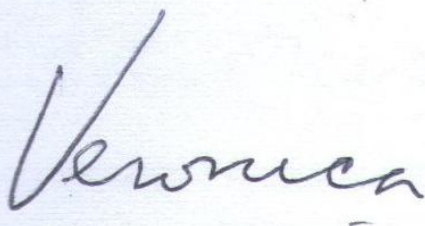
1213010013

**English Education Study Program
Faculty of Teachers Training and Education
Widya Mandala Catholic University Surabaya
July, 2014**

APPROVAL SHEET

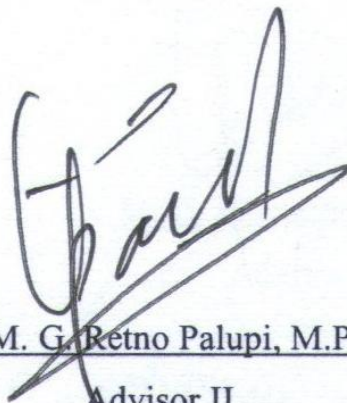
(1)

This thesis entitled **“THE EFFECT OF JIGSAW II & GTM ON THE READING COMPREHENSION ACHIEVEMENT OF THE FIRST YEAR OF SENIOR HIGH SCHOOL STUDENTS”** which is written and submitted by Lisa Soebrata has been approved and accepted in partial fulfillment of the requirement for the *Sarjana Pendidikan* Degree in English Language Teaching by the following advisors:



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

Advisor I



M. G. Retno Palupi, M.Pd.

Advisor II

APPROVAL SHEET

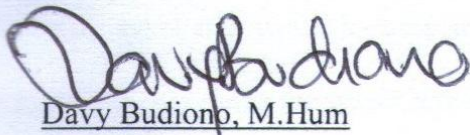
(2)

This thesis has been examined by the committee of an Oral Examination with a grade of _____ on July 21st, 2014.



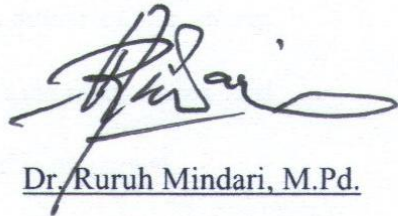
Dr. B. Budiyo, M.Pd.

Chairperson



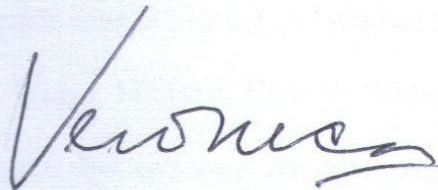
Davy Budiono, M.Hum

Secretary



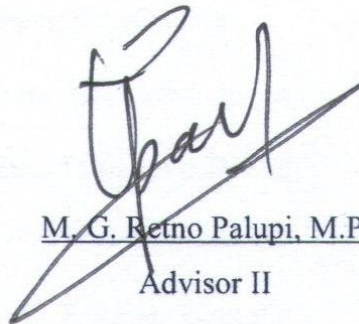
Dr. Ruruh Mindari, M.Pd.

Member



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

Advisor I



M. G. Retno Palupi, M.Pd.

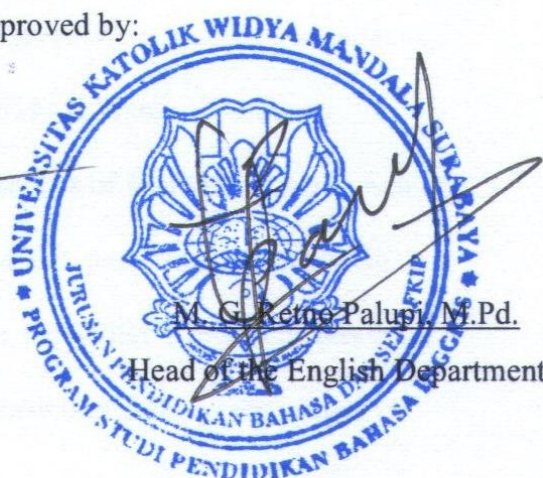
Advisor II

Approved by:



I. V. Djoko Wirawan, Ph.D.

Dean of the Faculty of Teacher
Training and Education



M. G. Retno Palupi, M.Pd.

Head of the English Department

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya:

Nama Mahasiswa : LISA . SOEBRATA

Nomor Pokok : 1213010013

Program Studi : Pendidikan Bahasa Inggris – Jurusan Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Perguruan Tinggi : Universitas Katolik Widya Mandala Surabaya

Tanggal Lulus : 21 JULI 2014

Dengan ini **SETUJU**/~~TIDAK SETUJU~~^(*) Skripsi atau Karya Ilmiah saya,

Judul: THE EFFECT OF JIGSAW II⁴ 5TM ON
THE READING COMPREHENSION ACHIEVEMENT OF
THE FIRST YEAR OF SENIOR HIGH SCHOOL STUDENTS

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai dengan Undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU**/~~TIDAK SETUJU~~^(*) publikasi Karya Ilmiah ini saya buat dengan sebenarnya.

Surabaya, 7 Agustus 2014
Yang menyatakan,

Catatan:

Tamper yang tidak perlu



NRP.: 1213010013

ACKNOWLEDGEMENTS

The writer would like to thank and give her greatest gratitude to our Lord God, Jesus Christ as she was able to complete her research in teaching reading. The writer is also really grateful for God's blessings and guidance that the whole process could be well accomplished.

The writer would also like to give her special appreciation to all of those who helped and gave their sincere guidance while the writer was doing her research until this thesis was completely finished;

1. Prof. Dr. Veronica L. Diptoadi, M.Sc., as the first advisor of the writer, who has spent her valuable time to give inputs, guidance, helps and suggestions that made the writer's thesis could be well completed.
2. M. G. Retno Palupi, M.Pd., as the second advisor, who also has spent her valuable time in helping and guiding the writer in doing her research.
3. All Widya Mandala Catholic University's lecturers who have given inputs, helps, and supports, especially M. N. Siti Mina Tamah, Ph.D. and Drs. I Nyoman Arcana, M.Si.
4. Fr. M. Adriano, BHK., S.Pd. as the headmaster of Frateran Catholic Senior High School Surabaya who has given the writer a permission and opportunity to conduct her research at SMAK Frateran Surabaya.
5. Dra. Theresia Lilyana as the English teacher of Frateran Catholic Senior High School Surabaya who has given the permission to teach in her classes and collect the data needed for the writer's research; moreover, for the supports, help, ideas, time, and attention given to the writer.

6. All beloved students of Frateran Catholic Senior High School Surabaya, especially those whom the writers taught in: XD, XG and XH classes of the school year 2013-2014, for the attention, cooperation and participation when she conducted her experiment.
7. The writer's beloved family and friends for the unlimited support that has made the writer successfully accomplished her research.

Finally, the writer would also like to express her gratitude to those who have given their supports and prayers, that could not be all mentioned one by one. Without their help, this thesis would have never been well completed as it is now.

Surabaya, July 2014

Lisa Soebrata

TABLE OF CONTENT

Approval Sheet (1)	i
Approval Sheet (2)	ii
Acknowledgements	iii-iv
Table of Content	v-viii
List of Tables	ix
Abstract	x-xi
 CHAPTER I	
INTRODUCTION	1
1.1 Background of the Study	1-4
1.2 Statement of the Problem	4
1.3 Objective of the Study	5
1.4 Theoretical Framework	5-6
1.5 Hypotheses	6
1.6 Significance of the Study	6-7
1.7 Assumption	7
1.8 Scope and Limitation	7-9
1.9 Definition of Key Terms	9-10
1.10 Organizational Patterns of the Study	10
 CHAPTER II	
REVIEW OF RELATED LITERATURE	11
2.1 The Nature of Reading	11-13
2.1.1 The Types of Reading	13-14
2.2 Schema Theory	14-15
2.2.1 The Role of Schemata in Reading	
Comprehension	15
2.3 Reading Comprehension	16-17
2.4 Teaching Reading	18-19
2.5 The Theory of Translation	19-20
2.6 The Theory of Grammar Translation Method..	20-23

2.6.1 The Principles of Grammar Translation	
Method	23-24
2.6.2 The Steps of Using Grammar Translation	
Method in Teaching Reading	24
2.6.3 The Advantages of Grammar Translation	
Method	25-26
2.6.4 The Weaknesses of Grammar Translation	
Method	26-27
2.7 The Theory of Cooperative Learning	27-29
2.7.1 The Principles of Cooperative Learning .	30-31
2.8 Differences Between Cooperative Learning and	
Traditional Groups	31-32
2.9 Jigsaw	32-33
2.9.1 Jigsaw II	34
2.9.2 The Steps of Jigsaw II	34-35
2.9.3 The Advantages of Cooperative Learning	
(Jigsaw II)	35-36
2.9.4 The Weaknesses of Cooperative Learning	
(Jigsaw II)	36-37
2.10 Previous Studies	37-39
 CHAPTER III	
RESEARCH METHODS	40
3.1 Research Designs	40-41
3.2 Variables	41
3.3 Subjects	42-43
3.4 The Treatments	43-44
3.4.1 Experimental Group	44-45
3.4.2 Control Group	45-47
3.5 Research Instrument	47
3.5.1 The Try Out of the Instruments	
(Trial Test)	47-48

	3.5.1.1 Test Validity	48
	3.5.1.2 Test Reliability	49-50
	3.5.1.3 Item Analysis	50
	3.5.1.3.1 Item Difficulty.....	50-51
	3.5.1.3.2 Item Discrimination	51-53
	3.5.1.3.3 Distractor Analysis	53
	3.5.2 Pre-Test	53
	3.5.3 Post-Test	53
	3.6 The Procedure of Data Collection	54-56
	3.7 The Technique of Data Analysis	56-58
CHAPTER IV	DATA ANALYSIS, INTERPRETATION AND DISCUSSION	59
	4.1 Data Analysis	59-63
	4.2 Interpretation of the Findings	63-65
	4.3 Discussion	65-68
CHAPTER V	CONCLUSION AND SUGGESTIONS	69
	5.1 Conclusion	69-71
	5.2 Suggestions	71
	5.2.1 Suggestions for the Teachers	72
	5.2.2 Recommendation for Further Research ..	72-74
BIBLIOGRAPHY	75-78
APPENDICES	79
Appendix 1	Tables and Calculation	80-98
Appendix 2	Instruments (Trial, Pre & Post-Test)	99-120
Appendix 3	Lesson Unit Plan and Teaching Materials	121
	A. First Treatment	122
	A ₁ Experimental Group	123-143
	A ₂ Control Group	144-159

B. Second Treatment	160
B ₁ Experimental Group	161-182
B ₂ Control Group	183-198
C. Third Treatment	199
C ₁ Experimental Group	200-221
C ₂ Control Group	222-237

LIST OF TABLES

Table 2.1	The Comparison between Cooperative Learning Groups and Traditional Groups	32
Table 3.1	The Research Design	41
Table 3.2	The Topics for the Treatments	44
Table 3.3	The Comparison of the Treatments in Both Groups	46-47
Table 3.4	The Schedule of the Trial Test	48
Table 3.5	The Criteria of Item Difficulty	50
Table 3.6	The Criteria of Item Discrimination	52
Table 3.7	The Data Collection Schedules	55
Table 4.1	The Summary of t-test Calculation for the Pre-Test Scores between Groups	60
Table 4.2	The Summary of t-test Calculation for the Post-Test Scores between Groups	63

ABSTRACT

Soebrata, Lisa. 2014. *The Effect of Jigsaw II and GTM on the Reading Comprehension Achievement of the First Year of Senior High School Students. SI Thesis*. English Department. Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya.

Advisors:

- (1) Prof. Dr. Veronica L. Diptoadi, M.Sc
- (2) M. G. Retno Palupi, M.Pd.

Key Words:

Jigsaw II, Grammar Translation Method (GTM), Reading Comprehension Achievement

There are four language basic skills needed in learning English. They are listening, speaking, reading and writing. However, English is not used for daily communication in Indonesia. This is one of the reasons why schools tend to focus more in improving students' reading skills. In this way, students who graduate from high school are expected, to at least, have the ability not only to read, but also to comprehend and understand a written text in English. However, students, especially in Indonesia, still have many difficulties in learning English reading.

Therefore, the writer decided to conduct a quasi-experimental study on the Effect of Jigsaw II and Grammar Translation Method (GTM) on the Reading Comprehension Achievement of the First Year of Senior High School Students. The purpose of this study was to find out the effect of Jigsaw II and Grammar Translation Method in teaching reading to Senior High School.

The subjects of this study were the first year students of a private Senior High School in Surabaya, of the school year 2013-2014. The instrument used is a Reading Test which consists of multiple choice items. Initially, there was no significant difference in the pre-test of both classes. However, after conducting the treatments (for three times), the results showed that there was a significant difference between the mean of the post-test scores of the Experimental Group and that of the Control Group after the experiments were administered. This also means that the post-test scores obtained by the students in the Control Group were greater than those obtained by the students in the Experimental Group. In other words, in this study, Grammar Translation Method was more effective than Jigsaw II technique. One of the reasons was because Translation could make the students have a better understanding towards a certain reading text.

Moreover, since GTM is teacher-centered, it was easier to manage the classroom and it could lead to a more effective learning process.

From the conclusion, the writer could give some suggestions, for the teachers and also for further research. Through this study, the writer suggested the teachers to use the most appropriate teaching technique depending on their focus, their needs, their students and at the same time considering the situation of the class. For example, to teach reading, like in this study, the teacher could use the Grammar Translation Method. However, this study was still far from perfect. The writer felt that the length of time given to the treatments in this study was not sufficient. Thus, she suggested for further researchers to apply the treatments in two periods each time.