

**THE EFFECT OF TEACHING READING USING JIGSAW AND  
GRAMMAR TRANSLATION METHOD (GTM) ON THE READING  
COMPREHENSION ACHIEVEMENT OF THE SECOND GRADE OF  
SENIOR HIGH SCHOOL STUDENTS**

**A THESIS**

**In Partial Fulfillment of the Requirement**

**For the Sarjana Pendidikan Degree**

**In English Language Teaching**



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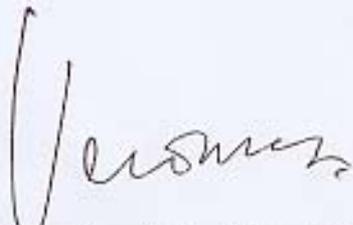
**ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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## APPROVAL SHEET

(1)

This thesis entitled **THE EFFECT OF TEACHING READING USING JIGSAW AND GRAMMAR TRANSLATION METHOD (GTM) ON THE READING COMPREHENSION ACHIEVEMENT OF THE SECOND GRADE OF SENIOR HIGH SCHOOL STUDENTS** which is prepared and submitted by Karina Ayu Mustikasari has been approved and accepted as a partial fulfillment of the requirement for the "Sarjana Pendidikan" Degree in English Language Teaching by the following advisors:



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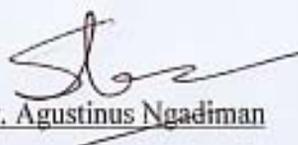
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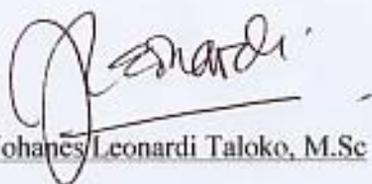
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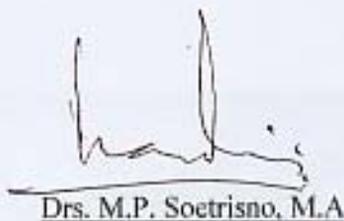
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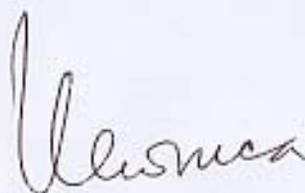
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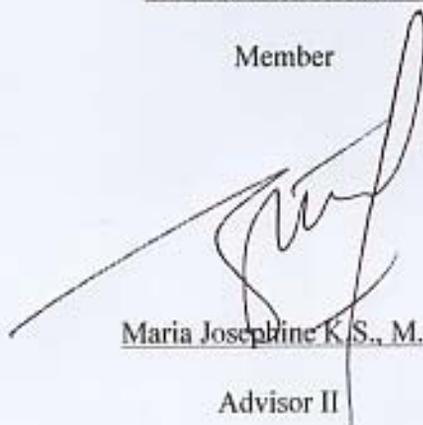
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## ABSTRACT

Mustikasari, Karina A. 2011. *The Effect of Teaching Reading Using Jigsaw and Grammar Translation Method (GTM) on the Reading Comprehension Achievement of the Second Grade of Senior High School Students. SI Thesis*. English Department. Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya.

Key Words: Effect, Jigsaw, Grammar Translation Method (GTM), Reading Comprehension, Achievement

English as a subject matter in school covers the four basic language skills: reading, speaking, writing, and listening. In every subject, student's learning activities involve reading. However, some students still have low reading comprehension achievement. They often find difficulties in comprehending the meaning of an English passage.

Looking at this problem, then the writer suggests Jigsaw technique because it can give great help for the students to understand the English reading passage better. In this study the writer wanted to find out whether there is a significant difference on the reading comprehension achievement of second grade senior high school students taught using Jigsaw and those taught using Grammar Translation Method (GTM).

In conducting this research, the writer used two classes of the second grade students of St. Thomas Aquino Senior High School Mojokerto, belonging to the school year 2010-2011. A quasi-experimental study with post-test only design was used to do this research. The research instrument used in this study was in the form of a reading test consists of 25 multiple choice items. There were five options with only one correct answer for each item. After conducting three times treatments, the writer administered a posttest to the two classes.

After collecting and analyzing the data by using t-test with 5% level of significance, the writer found out that the t-observed ( $t_o$ ) was 2.38613034 which was greater than t-table (1.671). It means that there is a significant difference between the reading comprehension achievement of students taught using Jigsaw and Grammar Translation Method (GTM). In other word, it proves that Jigsaw gives a good contribution in teaching-learning reading.