

**THE EFFECT OF USING COOPERATIVE LEARNING BY  
USING JIGSAW ACTIVITIES AND THE TRADITIONAL  
TECHNIQUE ON THE READING COMPREHENSION  
ACHIEVEMENT OF SMU YPPI - I STUDENTS, SURABAYA**

**THESIS**

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



By :

**EVY KURNIA**

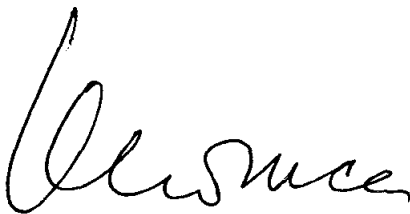
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**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
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**Approval Sheet**  
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This thesis entitled “The Effect of Cooperative Learning by using Jigsaw Activities and the Traditional Technique on the Reading Comprehension Achievement of SMU YPPI-I Students, Surabaya” which is prepared and submitted by Evy Kurnia 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:



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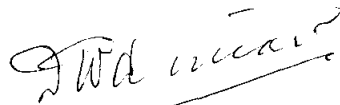
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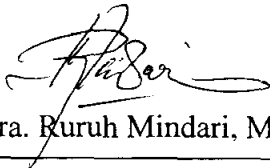
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This thesis has been examined by the committee of an Oral Examination with the grade of \_\_\_\_\_ on April 6th, 2002.



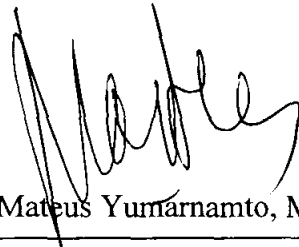
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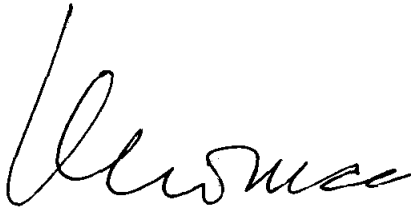
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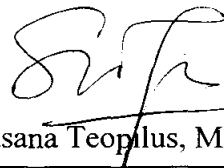
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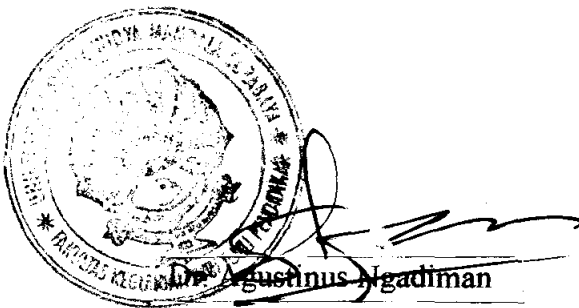
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The writer

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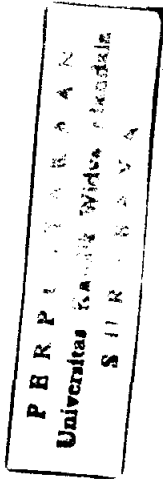
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## ABSTRACT

Kurnia, Evy. 2002. **The Effect of Cooperative Learning by Using Jigsaw Activities and the Traditional Technique on the Reading Comprehension Achievement of SMU YPPI-I, Surabaya.** Program Studi Pendidikan Bahasa dan Seni. FKIP. Universitas Katolik Widya Mandala, Surabaya.

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**Key Words:** Reading Comprehension, Cooperative Learning, and Jigsaw Activities.

The 1994 English Curriculum states that the main objective of teaching English at SMU is to enable the students to comprehend the English reading passages as well as to prepare the students for their further study since most references and textbooks used at higher education are usually written in English. The teaching of English in SMU comprises of the four language skills namely speaking, listening, writing, and reading with reading as the main emphasis. However, the writer found out that many SMU students still have difficulty to comprehend the reading passage. Students are unable to get the writer's message in the passage because they cannot relate the passage with their background knowledge.

In order to overcome the problem, the writer suggests the implementation of cooperative learning by using jigsaw activities because it can give great help for the students to understand the English reading passage better. In cooperative learning using jigsaw activities, the class is organized into groups so that each student can interact with each other. By using jigsaw activities, the students are motivated to increase each other's learning and to learn actively. Cooperative learning by using jigsaw activities also gives opportunity to the students to activate their background knowledge through the process of cooperating with others.

In this study, the writer wanted to compare the effectiveness of cooperative learning by using jigsaw activities and traditional technique on the reading comprehension achievement. To carry out her study, she used two classes of the first year students of SMU YPPI-I, Surabaya as the subjects of her study. To know the effects of those two techniques on the students' reading comprehension achievement, the students are given a multiple-choice test with 20 items divided into factual, inference, and main idea questions.

After collecting and analyzing the data by using t-test with 5% level of significance, the writer found out that the t-observed was 4,645 which was greater than t-table (1.671). It means that cooperative learning using jigsaw activities could improve the students' reading comprehension achievement better than traditional technique as well as in answering factual, inference, and main idea questions. Therefore, cooperative learning by using jigsaw activities could improve students' reading comprehension achievement better than traditional technique.