



**THE READING COMPREHENSION OF THE TENTH GRADE STUDENTS
OF SMA 2 BAE KUDUS IN ACADEMIC YEAR 2011/2012
THROUGH JIGSAW TECHNIQUE**



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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

2012



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OF SMA 2 BAE KUDUS IN ACADEMIC YEAR 2011/2012
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SKRIPSI

Presented to the University of Muria Kudus

**In Partial Fulfillment of the Requirements for Completing the Sarjana Program in
English Education**



By

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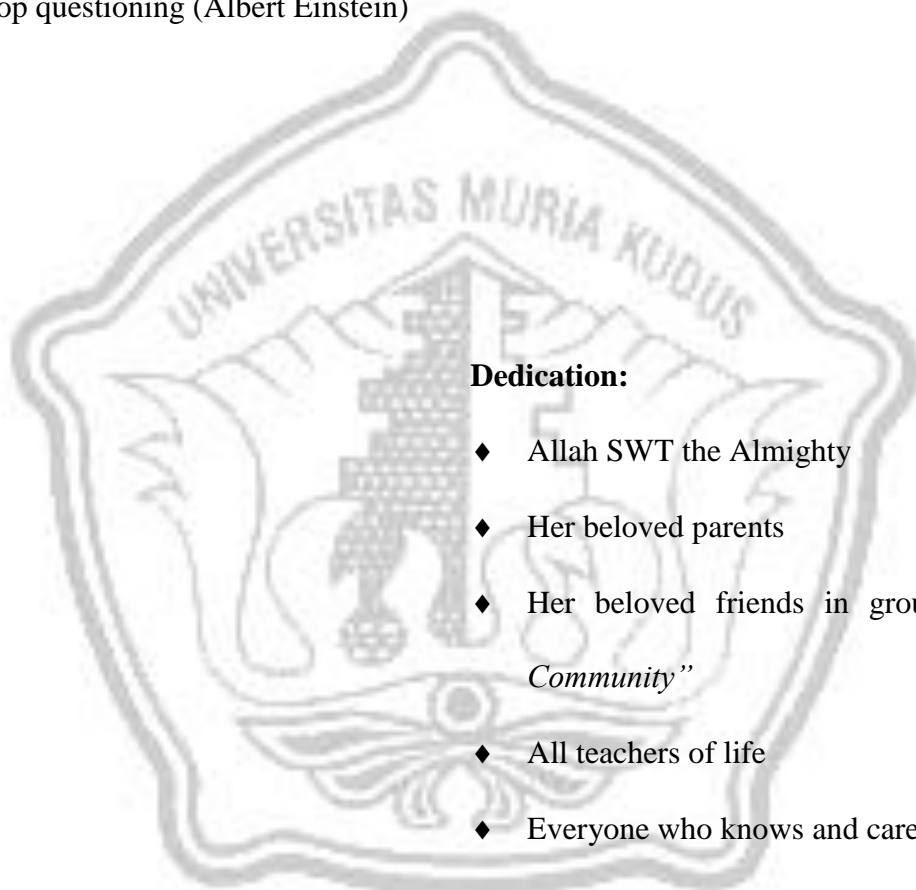
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UNIVERSITY OF MURIA KUDUS**

2012

MOTTO AND DEDICATION

Motto:

- ◆ From nothing to be something
- ◆ Live well, love much, laugh often
- ◆ Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning (Albert Einstein)



Dedication:

- ◆ Allah SWT the Almighty
- ◆ Her beloved parents
- ◆ Her beloved friends in group “C3
Community”
- ◆ All teachers of life
- ◆ Everyone who knows and cares her

ADVISORS' APPROVAL

This is to certify that the skripsi of Rizky Silvia Pratiwi has been approved by the advisors for further approval by the examining committee.

Kudus, July 2012

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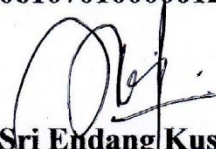
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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer do expects that this research will be useful for those, especially who are in the field of education.

Kudus, July 2012

The Writer

ABSTRACT

Pratiwi, Rizky Silvia. 2012. *The Reading Comprehension of The Tenth Grade Students of SMA 2 Bae Kudus In Academic Year 2011/2012 Through Jigsaw Technique*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors (I) Atik Rokhayani, S.Pd, M.Pd. (II) Dra. Sri Endang Kusmaryati, M.Pd.

Keyword: Jigsaw Technique for Reading Comprehension

Reading comprehension is one of important skills in teaching and learning, especially at the level of education. In fact, the English teacher stated that most of the tenth grade students of SMA 2 Bae Kudus still get difficulties in reading comprehension. It was found that the students get difficulties in understanding the meaning of the English text. It is caused by their lack of vocabulary so that they have a difficulty in understanding meaning word by word. Most of the students also stated that reading is long and boring activity. The technique that the teacher used that is three phase technique is also less satisfied in teaching learning process. Because of that reason, the writer would like to use the interesting technique in teaching reading comprehension. The technique is Jigsaw. The purpose of jigsaw technique is to develop teamwork and cooperative learning skill within all students.

The purpose of this research is to find out whether there is a significant difference between the reading comprehension of the tenth grade students of SMA 2 Bae Kudus in Academic Year 2011/2012 taught through Jigsaw technique and those without through Jigsaw technique.

This research is an experimental research with a control group. The population used by the writer is the tenth grade students of SMA 2 Bae Kudus in academic year 2001/2012. The writer got two classes as sample of the research. The technique of sampling in this research is cluster random sampling. There are two classes are chosen, they are X-5 as the control group and X-4 as the experiment group. They are 34 students. The writer used a test as instrument of the research. The form of the test is multiple choices and it consist 25 items.

The result of this research shows that there is a significant difference between the Reading Comprehension of the tenth grade students of SMA 2 Bae Kudus in Academic Year 2011/2012 taught through Jigsaw technique and those without through Jigsaw technique. It is found that t-observation (t_0) is higher than t-table ($t_0 = 5.12 > t_t = 2.00$) with level significance 5% and degree of freedom (df) $N_1 + N_2 - 2 = 66$.

After knowing the result of this research that the Reading Comprehension of the tenth grade students of SMA 2 Bae Kudus in Academic Year 2011/2012 taught through Jigsaw technique is higher than without through Jigsaw technique. Thus, the writer suggests that the teacher should be able to create in teaching learning process more interestingly, enjoyably, and deductively. The teacher can use jigsaw technique in teaching reading comprehension.

ABSTRAKSI

Pratiwi, Rizky Silvia. 2012. *Pemahaman Membaca Pada Siswa Kelas Sepuluh SMA 2 Bae Kudus Tahun Ajaran 2011/2012 dengan Menggunakan Teknik Jigsaw*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing (I) Atik Rokhayani, S.Pd, M.Pd. (II) Dra. Sri Endang Kusmaryati, M.Pd.

Kata Kunci: Teknik Jigsaw untuk Pemahaman Membaca

Pemahaman membaca adalah salah satu keterampilan penting dalam proses belajar mengajar, terutama di tingkat pendidikan. Bahkan, guru bahasa Inggris menyatakan bahwa sebagian besar siswa kelas X SMA 2 Bae Kudus masih mendapatkan kesulitan dalam pemahaman membaca. Ditemukan bahwa para siswa mengalami kesulitan dalam memahami arti dari teks bahasa Inggris. Hal ini disebabkan oleh kurangnya kosakata sehingga mereka memiliki kesulitan dalam memahami makna kata demi kata. Sebagian besar siswa juga menyatakan bahwa membaca adalah aktivitas panjang dan membosankan. Teknik yang digunakan guru yaitu three phase technique juga kurang memuaskan dalam proses pembelajaran. Oleh karena itu, penulis ingin menggunakan teknik yang menarik dalam mengajar pemahaman membaca. Teknik yang digunakan yaitu Jigsaw. Tujuan dari teknik jigsaw adalah untuk mengembangkan kerja sama tim dan keterampilan pembelajaran kooperatif untuk semua siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pemahaman membaca siswa kelas X SMA 2 Bae Kudus Tahun Ajaran 2011/2012 diajarkan melalui teknik Jigsaw dan yang diajarkan tanpa melalui teknik jigsaw.

Penelitian ini merupakan penelitian eksperimen dengan kelas kontrol. Populasi yang digunakan oleh penulis adalah siswa kelas X SMA 2 Bae Kudus pada tahun akademik 2001/2012. Penulis menentukan dua kelas sebagai sampel penelitian. Teknik pengambilan sampel dalam penelitian ini adalah cluster random sampling. Ada dua kelas yang dipilih, yaitu X-5 sebagai kelas kontrol dan X-4 sebagai kelas eksperimen yang berjumlah 34 siswa pada masing-masing kelas. Penulis menggunakan tes sebagai instrumen penelitian. Bentuk tes ini adalah pilihan ganda yang terdiri dari 25 soal.

Hasil penelitian ini menunjukkan bahwa ada perbedaan yang signifikan antara Pemahaman Membaca siswa kelas X SMA 2 Bae Kudus Tahun Ajaran 2011/2012 diajarkan melalui teknik Jigsaw dan yang diajarkan tanpa melalui teknik jigsaw. Hal ini ditemukan bahwa t_0 lebih tinggi dari t -tabel ($t_0 = 5,12 > t_t = 2,00$) dengan tingkat signifikan 5% dan degree of freedom (df) $N_1 + N_2 - 2 = 66$.

Setelah mengetahui hasil penelitian Pemahaman Membaca siswa kelas X SMA 2 Bae Kudus Tahun Ajaran 2011/2012 diajarkan melalui teknik Jigsaw lebih tinggi dari pada mengajar tanpa melalui teknik jigsaw. Dengan demikian, penulis menyarankan bahwa guru harus menciptakan suasana mengajar yang lebih menarik, menyenangkan, dan deduktif dalam proses pembelajaran. Guru dapat menggunakan teknik jigsaw dalam pengajaran pemahaman membaca.

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