THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS' READING SKILL ON NARRATIVE TEXT
(An Action Research at the Second Grade of SMP N 23 Semarang In the Academic Year of 2009/2010)

A Final Project

Submitted in partial fulfillment of the requirement For the degree of Bachelor of Islamic Education In English Language Education

By:

YUNUS ABDUSSALAM
053411359

TARBIYAH FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES WALISONGO
SEMARANG
2010
ADVISOR APPROVAL

Date          Signature

M. Nafi Annur, M. Pd.
Advisor I

H. Mursid, M.Ag.
Advisor II
RATIFICATION

Name : Yunus Abdussalam
NIM : 053411359
Title : The Use of Jigsaw Technique to Improve students’ Reading Skill on Narrative Text (An Action Research at the Second Grade of SMP N 23 Semarang in The Academic Year of 2009/20010)

Had been ratified by the team of examiner of thesis of Education Faculty of State Institute for Islamic Studies Walisongo Semarang on:

Day: Monday
Date: 5th July 2010

The Team of Examiners

Chairman,
Drs. Abdull Wahid, M.Ag
NIP: 19691114 199403 1001

Secretary,
Samsul Ma’arif, M.Ag
NIP: 19741030 200212 1002

Examiner I,
Dr. H. Rahardjo, M.Ed
NIP: 19651123 199103 1003

Examiner II,
Siti Tarwiyah, S.S. M.Hum
NIP: 19721108 199903 2001
ABSTRACT


Key Words: Jigsaw, Technique, Reading Skill, Narrative Text and Classroom Action Research.

The background of the study in this research is based on the phenomena that not all students were interested in learning reading. Most of them just sat and listened as if they understood the lesson. So, it was very difficult for me to know who really understood the lesson and who didn’t. Then, the writer initiated to divide the class into small group discussion and every student was responsible for one assignment. Consequently, their role in learning reading was better than before. The writer use jigsaw as a technique to solve the problem.

The problems of this research can be stated as follows:

1. How is the implementation of Jigsaw Technique to improve students' reading skill on narrative text?
2. How is the improvement of students' reading skill on narrative text after being taught through using Jigsaw Technique?

Its purposes are:

1. To describe the implementation of Jigsaw Technique to improve students' reading skill on narrative text.
2. To find out the improvement of students’ reading skill on narrative text after being taught through using Jigsaw Technique.

The implementation of Jigsaw technique in teaching reading at SMP N 23 Semarang was Classroom Action Research which was aimed at improving students’ in reading skill. This research was conducted in cycles that consist of pre-cycle, two cycles of treatment. Pre-cycle to get students base score in reading skill, two cycles of treatment are the teaching and learning processes using jigsaw technique and the assessment tests.

The findings of study show that using Jigsaw technique can improve students’ improvement in reading skill. This is proved by students’ comprehension test that improved in every cycle. In this research, the researcher took a test of their improvements in each cycle. From pre cycle showed that students’ improvement was 61.7 it means that still low ability in some students, but in the cycle I showed that there was increasing students’ improvement up to 66.1. And from cycle II the students’ improvements more increase 73.3. It means there was improvement in every cycle being taught through using jigsaw technique.
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers’ opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 5th July 2010

The Writer

Yunus Abdussalam
053411359
Therefore, when thou art free (from thine immediate task), still labour hard, and to thy lord turn (all) thy attention.

DEDICATION

The thesis is dedicated to:

- My beloved father (Abdul Aziz) and mother (Afiah) who always support emotionally and materially with prayer, love, and patience.
- My beloved brothers (Amin Sholeh and M. Zainuddin) and sister (Meilina Azifah) who always support and motivate the writer to finish this thesis.
ACKNOWLEDGEMENT

Praise to Allah who has gives blessing and mercies so that the writer can finish in creating this thesis.

Shalawat and salam may be granted to our noble prophet Muhammad SAW and his family, his friends, and his followers who has brought Islam until this present.

As a ordinary human who has the weakness and limitedness, the writer realize that the thesis by the title “The use of Jigsaw technique to improve students' reading skill on narrative text (An Action Research at the Second Grade of SMP N 23 Semarang in the Academic Year of 2009-2010)” can not be finished without any support, guidance, and help from the other people and another side. For that, by the honor of this, the writers want to say thanks very much to the honorable:

1. Prof. Dr. Abdul Jamil, MA. As the Head of Walisongo State Institute of Islamic Studies
2. Prof. Dr. Ibnu Hadjar, M.Ed. as the Dean of faculty of Tarbiyah.
3. Siti Tarwiyah, M.Hum. As the Head of English Department.
4. M. Nafi Annury, M.Pd. as the first advisor and H. Mursid, M.Ag as the second advisor for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
5. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of the study.
6. S. Agung Nugroho, M.M as the headmaster SMP N 23 Semarang who had allowed the writer to carry out the research in his school. Yuni Astuti, S.Pd as English teacher of class VIII C who had helped the writer in conducting the
research in their school, and the students of second grade class C, thanks for the cooperation, and also the school administration staff.

7. The researcher beloved father, mother, brothers, and sisters who always give motivation.

8. The researcher friends in the boarding house (Basith, Nono, Rondiyan, Munip and Malik), all of the big family WSC (Walisongo Sport Club), all of the big family KMJS (Keluarga Mahasiswa Jepara Semarang), teachers and students in SMP N 23 Semarang, team KKN PBA in Wonosobo, team PPL in SMPN 23 Semarang, and all my friends who have help in writing the thesis.

9. The researcher entire classmate in English Education 05.

10. And all side who can not mentioned one by one by the writer who have helped in finishing in this thesis.

    By expecting pray, may the goodness be charity and get the reward from Allah SWT.

    The writer realizes that this thesis is still far from completeness. So that, the writer so expect constructive suggestion and criticism from all side for the advantages of this thesis.

    Finally, the writer expect may this thesis useful, especially for the writer and generally for the reader.

    والسلام عليكم ورحمة الله وبركاته

    Semarang, 5\textsuperscript{th} July 2010

    The writer

    \textbf{Yunus Abdussalam}
    053411359
TABLE OF CONTENT

PAGE OF TITLE ................................................................. i
ADVISOR APPROVAL ........................................................... ii
RATIFICATION ................................................................. iii
ABSTRACT ................................................................. iv
THESIS STATEMENT ......................................................... v
MOTTO ................................................................. vi
DEDICATION ................................................................. vii
ACKNOWLEDGEMENT ....................................................... viii
TABLE OF CONTENT ...................................................... x
LIST OF TABLES .......................................................... xiii
LIST OF FIGURES ........................................................... xiv
LIST OF APPENDICES ..................................................... xv

CHAPTER I
INTRODUCTION
A. General Background of the Study ................................. 1
B. Reason for Choosing the Topic................................. 4
C. Definition of Key Terms b ........................................ 4
D. Scope of the Study .................................................. 4
E. Research Question .................................................. 5
F. Objectives of the study ............................................. 5
G. Pedagogical Significance ........................................... 6

CHAPTER II
REVIEW OF RELATED LITERATURE
A. Theoretical Review
   1. General Concept of Reading Skill............................. 7
      1.1. Definition of Reading ...................................... 7
      1.2. Reading Skill ............................................. 10
1.3. Improving the Reading Skill ................................. 12

2. Narrative Text .......................................................... 12
   2.1. Definition of Narrative Text ............................ 13
   2.2. The Social Function of Narrative Text ............... 13
   2.3. Types of Narrative Text .................................. 13
   2.4. The General Structure of Narrative Text ............. 14
   2.5. The Significant Lexicogrammatical Feature of Narrative Text ........................................ 14

3. Jigsaw ................................................................. 15
   3.1. Definition of Jigsaw ........................................ 15
   3.2. The History of Jigsaw .................................... 16
   3.3. Roles of Jigsaw Technique ............................. 17
   3.4. The Process of Jigsaw Technique .................... 18
   3.5. Using Jigsaw Technique .................................. 20

B. Previous Research .................................................. 21
C. Action Hypotheses ................................................. 22

CHAPTER III
METHODS OF INVESTIGATION
   A. Setting of the Study ......................................... 23
   B. Participant of the Study ..................................... 23
   C. Research Design ............................................... 23
   D. Research Procedure .......................................... 25
   E. Technique of Data Collection ............................ 29
   F. Technique of Data Analysis ............................... 30

CHAPTER IV
FINDINGS
   A. The Implementation of Jigsaw Technique to Improve Reading Skill ........................................ 32
   B. The Finding of Result .......................................... 39

CHAPTER V
CONCLUSION

A. Conclusion................................................................. 48

B. Recommendation.......................................................... 49

REFERENCES

APPENDICES
### LIST OF TABLES

Table 1 The findings of pre-cycle .............................................................. 40
Table 2 The findings of first cycle .............................................................. 42
Table 3 The findings of second cycle .......................................................... 44
Table 4 The findings of the test from the pre-cycle until second cycle .......... 46
LIST OF FIGURES

Figure 1 Model of Action Research .................................................. 27
Figure 2 Diagram of the Whole Test.............................................. 47
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Students List Class VIII C of SMP N 23 Semarang</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Research Journal in Classroom Action Research</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Observation Scheme in First Cycle</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Observation Scheme in Second Cycle</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Lesson Plan for First Cycle</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Lesson Plan for Second Cycle</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Story for First Cycle</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Story for Second Cycle</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>Evaluation Test of Pre Cycle</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Evaluation Test of First Cycle</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Evaluation Test of Second Cycle</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Answer Key Evaluation of Pre Cycle</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Answer Key Evaluation of First Cycle</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Answer Key Evaluation of Second Cycle</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Documentation</td>
</tr>
</tbody>
</table>

Certificates
Curriculum Vitae