THE EFFECT OF USING JIGSAW TECHNIQUE ON THE READING COMPREHENSION ACHIEVEMENT OF SDK SANTA THERESIA II STUDENTS BASED ON KARIM TAXONOMY

By:
Ellisa Yani Widjaja
1213003004

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND PEDAGOGY
WIDYA MANDALA CATHOLIC UNIVERSITY

January, 2007
APPROVAL SHEET

(1)

This thesis entitled The Effect of Using Jigsaw Technique on the Reading Comprehension Achievement of SDK Santa Theresia II Students Based on Karim Taxonomy which is prepared and submitted by Ellisa Yani Widjaja 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:

Dra. Siti Mina Tamah, M.Pd.
Advisor I

Paulus Hady Sutris Winarlim, M.Sc.
Advisor II
APPROVAL SHEET

This thesis has been examined by the committee of an Oral Examination with the grade of on January 8, 2007.

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

Dra. Susana Teopilus, M. Pd.
Member

Dra. Ruruh Mindari, M. Pd.
Member

Dra. Siti Mina Tamah, M.Pd.
Member

Paulus Hady Sutris Winarlim, M.Sc.
Member

Dra. Agnes Santi Widiati, M.Pd.
Dean of the Teacher Training Faculty

Dra. Susana Teopilus, M.Pd.
Head of the English Department
ACKNOWLEDGEMENT

First of all the writer would like to thank God for His blessing and spirit that enable her to accomplish this thesis. The writer would also like to express the deepest gratitude and appreciation to:

1. Dra. Siti Mina Tamah, M. Pd. and Paulus Hady Sutris Winarlim, M. Sc., her first and second advisors, who have patiently guided, given comments and suggestions on her thesis and have been willing to spend her valuable time in examining the writer’s thesis.

2. Yoh. M. Annie Herawati, the headmistress of SDK Santa Theresia II, Surabaya, who has permitted and given a valuable chance for her to carry out her study at the school.

3. Andreas Andri Sugiono, the English teacher of SDK Santa Theresia II, who has helped her in carrying out the treatments.

4. The students of SDK Santa Theresia II, especially class VA and VB of the academic year 2006/2007, who have participated in this study.

5. Lucia Anna Kamsasi, S. Psi., the headmistress of SDK Santa Theresia I, Afrieyola Petymia, S. Pd., the English teacher, and the students of VA and VD at the academic year 2006/2007, who have given a chance for the writer to conduct the try-out.

6. Ong Ervina L.S. and Linda Anggraini, the writer’s friends, who have given help and support during the accomplishment of this thesis.

7. The writer’s family for their love and support during the accomplishment of this thesis.

Finally, the writer would also like to thank many others whose names are not mentioned for giving valuable contribution so that the writer could accomplish this thesis on time.

God bless you all.

Surabaya, December 2006

The writer
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (1)</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL SHEET (2)</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td><strong>CHAPTER I: INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Objectives of the Study</td>
<td>3</td>
</tr>
<tr>
<td>1.4 Significance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.5 Theoretical Framework</td>
<td>5</td>
</tr>
<tr>
<td>1.6 Hypothesis</td>
<td>5</td>
</tr>
<tr>
<td>1.7 Definition of Key Terms</td>
<td>6</td>
</tr>
<tr>
<td>1.8 Scope and Limitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.9 Organization of the Thesis</td>
<td>8</td>
</tr>
<tr>
<td><strong>CHAPTER II: REVIEW OF RELATED LITERATURE</strong></td>
<td>9</td>
</tr>
<tr>
<td>2.1 Reading Process in Language Learning</td>
<td>9</td>
</tr>
<tr>
<td>2.2 The Schemata Theory</td>
<td>10</td>
</tr>
<tr>
<td>2.3 Skimming and Scanning</td>
<td>12</td>
</tr>
<tr>
<td>2.4 Types of Questions</td>
<td>13</td>
</tr>
<tr>
<td>2.4.1 Factual Questions</td>
<td>13</td>
</tr>
<tr>
<td>2.4.2 Inference Questions</td>
<td>13</td>
</tr>
<tr>
<td>2.4.3 Main Idea Questions</td>
<td>14</td>
</tr>
<tr>
<td>2.5 Cooperative Learning for Teaching Reading</td>
<td>14</td>
</tr>
<tr>
<td>2.5.1 Definition of Cooperative Learning</td>
<td>14</td>
</tr>
<tr>
<td>2.5.2 Functions of Cooperative Learning</td>
<td>15</td>
</tr>
<tr>
<td>2.5.3 Kinds of Cooperative Learning</td>
<td>16</td>
</tr>
</tbody>
</table>
List of Appendices

Appendix 1 (The Calculation of Test Reliability of the First Try-Out) 59
Appendix 2 (The Calculation of Test Reliability of the Second Try-Out) 61
Appendix 3 (The Calculation of Item Difficulty and Item Discrimination of the First Try-Out) 63
Appendix 4 (The Calculation of Item Discrimination of the Second Try-Out) 65
Appendix 5 (The Scores of the Try-Out Classes and The SPSS Result of the \textit{t-test} for Independent Samples Test) 66
Appendix 6 (Pretest for the First and the Second Try-Out) 68
Appendix 7 (Pretest for the Treatment) 74
Appendix 8 (Lesson Plan of the Experimental Group for the treatments) 77
Appendix 9 (Lesson Plan of the Control Group for the treatments) 95
Appendix 10 (The Pretest and Posttest Scores of the Experimental and Control Groups) 113
Appendix 11 (The Pretest and Posttest Scores of the Experimental and Control Groups after Data Reduction) 115
Appendix 12 (The SPSS Result of the \textit{t-test} for Non-Independent Samples) 116
Appendix 13 (The Result of ANCOVA for Subjects Effects) 117
Appendix 14 (The Result of ANCOVA for Subjects Effects) 118
Appendix 15 (The SPSS Result of the \textit{t-test} for Paired Samples Test) 120
ABSTRACT


Advisors: Dra Siti Mina Tamah, M.Pd.
Paulus Hady Sutris Winarlim, M. Sc.

Key Words: Reading Process, Types of Questions, Cooperative Learning and Jigsaw Technique

In Competency-Based Curriculum, the spoon feeding technique is expected to be abandoned. In this new curriculum, students are the ones who become the centers of the learning and teachers only act as facilitators. Students are required to be active in their own learning.

One of the ways in creating a conducive atmosphere is by applying a technique in which students are actively involved in the learning activities. In this technique students are expected to learn something by experiencing it (learning by doing). If they are actively involved, it is much easier for them to master the material.

In this study, the writer wanted to compare the effectiveness of Jigsaw Technique and the Traditional Technique on the reading comprehension achievement. She used two classes of the fifth grade students of SDK Santa Theresia II, Surabaya as the subjects of her study. The students were given a multiple-choice test with 26 items consisting of Factual, Inference and Main Idea questions. After collecting and analyzing the data by using ANCOVA (Analysis of Covariance) formula, the writer found out that there was no significant difference in reading comprehension achievement between fifth grade of elementary school students taught by using jigsaw technique and those taught by using the traditional lecture technique in answering Factual, Inference and Main Idea questions.