

THESIS

**A STUDY ON THE USE OF JIGSAW TECHNIQUE
TO IMPROVE READING COMPREHENSION
ABILITY OF THE SECOND GRADE STUDENTS
OF SMPK STA. FAMILIA KUPANG
IN THE SCHOOL YEAR 2018/ 2019**



ARCELAUS MOLA TO

**TEACHER TRAINING AND EDUCATIONAL SCIENCE
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
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MOTTO

**Self confidence is the result of proper
preparation (Jhon Wooden)**

DEDICATION

This thesis is particularly dedicated to:

1. My beloved Father, Erwinus Aga.
2. My beloved Mother, Afia Tadi.
3. My beloved Sister, Wilhelmina Azi Ngole.
4. My beloved Almamater, Widya Madiri Catholic University.

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The Writer

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ABSTRACT

This study is entitled **A Study on the Use of Jigsaw Technique to Improve Reading Comprehension Ability of Second grade Students' of SMPK santa Familia Kupang in the School Year 2018/2019**. This study was conducted to answer the following questions: (1) Is using jigsaw technique effective to improve reading comprehension ability of the second grade students of SMPK Santa Familia Kupang? (2) How was jigsaw technique used to improve reading comprehension ability of the second grade students of SMPK Santa Familia Kupang? This study was conducted by using classroom action research. The subject of this study was the second grade students of SMPK Santa Familia Kupang in the school year 2018/2019. This study was conducted by using classroom action research. The subject of this study was class VIIIA of SMPK Santa Familia Kupang based on total number of students there were 26 students, but when the writer doing the research only 25 students were present. This study was conducted in two cycles. The instruments used in this study were test and lesson plans. There were three tests conducted in this study, they were pre-test, post-test I and post-test II. The methods used in this study were quantitative and qualitative. The result of the study shows that (1) using jigsaw technique is effective to improve the reading comprehension ability of SMPK Santa Familia Kupang. It was shown by the score of pre-test (59.2), post-test I (45.76) and post-test II (69.92). It means that there is improvement of students' reading comprehension ability after being taught using jigsaw technique. (2) Jigsaw technique was implemented in cycle two. For the first, the researcher opened the class by greeted the students and then checked the students attendance list. Then, the writer asked some questions related to the previous study. Before start the lesson, students were divided into some groups, the researcher chose one student as a leader, dividing the text in some segments, assigning the student to learn one segment, giving student time to read the topic, the students' made make a new group or expert group. The student who had the same segment must be the same group. In expert groups give student time to discuss the main point of their segment, bring the students' back into their jigsaw group, and in their jigsaw group present their segment who their get from expert group. Based on the result it can be concluded that the implementation of the effectiveness of jigsaw technique can improve reading comprehension ability in narrative text of the second grade students of SMPK Santa Familia Kupang in the school year 2018/2019.

Key words: jigsaw technique, reading comprehension