# ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

*Alhamdulillahirabil'alamin,* Firstly a greatest thanks is devoted to Allah SWT for blessing the researcher in order to finish the thesis entitled **"The Effect of Jigsaw Method to The Students' Reading Skill in The First Year Students of MAN 3 Padang"**. Shalawat and salam are also addressed to Nabi Muhammad SAW, whose religious lesson had guided the people, especially Muslimin people.

Secondly, the researcher would like to thank her both advisors, Dr. H. Welya Roza. M.Pd and Drs. Adzanil Prima Septy, M.Pd, Ph.D for their helping as guidance, corrector and motivator. My gratitude also goes to all of the lecturers of English Department for their kindness during my study.

Thirdly, the researcher also expresses her thankfullness to the big family of MAN 3 Padang, particularly Mrs. Syafrida, S.Pd, the English teacher of first grade and the students of first grade (X PK and X IPS 3) of MAN 3 Padang for their cooperation when this research was conducted. Thank you for all of the kindness and supports.

Fourthly, my special thanks go to my beloved parents who are Mr. Baharuddin and Mrs. Nursihan, my brother and sister who are Fathurrahman and Fatmayani, then to all of the family members for the endless prayers, patience, support and motivation especially my grandmother. Without them the researcher couldn't accomplish this thesis.

Fifthly, the researcher would like to thanks many friends, particularly Muhammad Marzuki, Dwi Rosa Damasena, Ayu Sundari, Lingga Saraswwati,

Alisha Chania, Afni Seskari, Indri Rusdiana, Eka Yunita, Vera Anggraini, Mona Safriah, Ranti Mauliza, Putri Aida and Indriyana Fitrinda for their encouragements. Last but not least, the researcher would you like to thank those who have contributed a lot to her life but whose names cannot be mentioned one by one.

Finally, the researcher hopes that this thesis is going to be useful for everyone who is involved in the process of teaching and learning English in the future. She realizes that this thesis is not perfect yet and has several weaknesses. Therefore, she welcomes any constructive suggestion from the readers in order to be a better thesis in the future.

Padang, August 2018

The Researcher

# ABSTRACT

**Fitriani.2018.The Effect of Jigsaw Method to Srudents' Reading Skill in The First Year Students of MAN 3 PADANG. Thesis. English Department, Bung Hatta University**

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The reserach was aimed to know the effect of Jigsaw Method to the students' reading skill in the first year students of MAN 3 Padang. It meaans that this study focused on the effect of students' reading skill taught using Jigsaw Method. This study was conducted to first grade students at MAN 3 Padang. Method of this research was Experimental Design which used quantitative study by 60 students as the sample out of 220 students of populations. The sample was divided into two classes; 30 students for Experiment class and 30 students for control class. Before giving treatment, the researcher gave pre-test. Then the researcher taught the experimet class by Jigsaw Method and control class by conventional method. Then the researcher gave post test.

In this study, researcher used test, quetionnaire and observation as collecting data. The researcher used reading test which was multiple choice form that consist 20 items which have been try out, and the reliability of test was 0.68 (see Appendix 4.5). And the researcher gave questionnaire about students' perception on Jigsaw, and the reliability of questionnaire instrument was 0.85 (see Appendix 6.2). Then, the implementation of Jigsaw Method, and reliability of observation instrument was 0.56 (see Appendix 8.2).

After doing data analysis, and findings the Hypotesis by N-Gain have $g_1 = 0,30$ and $g_2 = 0,13$. So, $g_1 > g_2$ follows $0,30 > 0,13$ (see Appendix 5.2 and 5.4). In conclusion, $H_0$ was rejected and $H_1$ was accepted. It means that students' reading skill that was taught by Jigsaw Method was higher than those taught by using conventional method. In Addition, 50 % the students agree by Jigsaw Method in learning reading (see Appendix 7.3), and 43% good enough implementation of Jigsaw method in learning process (see Appendix 9.3). The result of the research showed that there was a significant effect of Jigsaw method to students' Reading Skill. Dealing with conclusion, the researcher suggested that the english teacher may consider to use Jigsaw Method in teaching reading skill.

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