

ABSTRACT

The purpose of this study is to examine the students' reading motivation when the teacher implement Small Reading Club with Jigsaw Strategy in reading activities. The importance of this study is to investigate the process of small reading club with jigsaw strategy implementation as well as students' reading motivation while utilizing small reading club with jigsaw strategy.

In this research, qualitative method, notably the case study design, was applied. 40 eighth grade students from MTs Sukamaju's A and B classrooms participated in this research. This research used a convenience sampling method. This research covers three techniques for data collection: observation, questionnaire, and interview. The first research question was answered through observation, while the second research issue was handled via questionnaire and interview.

This research reported that the implementation of a small reading club utilizing the jigsaw strategy at MTs Sukamaju in Garut was acceptable. It is rated of good standard since the majority of the observation checklists had "yes" results. There were two observation checklists: one for introduction and one for execution, and the checklist was used in two meetings. The second research found that using the small reading club with jigsaw strategy got students enthused about reading and that their perceptions of the small reading club with jigsaw strategy were largely positive. As a result, implementing a small reading club using a jigsaw strategy fostered students' reading motivation in reading activities.

To conclude, the findings suggested that a small reading club using a jigsaw strategy was appropriate at MTs Sukamaju, Garut. Students have so far loved reading activities via a small reading club using the jigsaw strategy, which has motivated them to read more.

Keywords: *Small reading club, jigsaw strategy, students' reading motivation*