

ABSTRACT

THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING READING COMPREHENSION AT SECOND YEAR STUDENTS OF SMAN1 KRUI

By

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Guideline of School-Based Curriculum (SBC) which is applied for all school levels in Indonesia leads the students to have real life skills. This implies that teaching English stated in SBC, in particular, is to enable the students to master the four language skills; listening, reading, speaking and writing. Reading is one of the important skills that the students have to master. Students must improve their ability in reading comprehension so that they can get information from any text they read. As a matter of fact, the students' ability in reading comprehension is far from the goal being expected. Many students have difficulties in comprehending reading text because teachers in school do not use effective technique for teaching reading comprehension.

Therefore, this Classroom Action Research is aliened, first, to improve the students' reading achievement through jigsaw, second, to improve the students' participation during the teaching learning process, and third to improve the teacher's performance, in this research is conducted in two cycles. The subject of the research is the second grade of SMAN1 Krui. The research lasted from February 22th until March 02th 2012.

The result of the research proves that jigsaw technique can be used to improve the students' reading comprehension. There are two cycles in this research. In the first cycle, the indicators in this learning product and learning process could not be fulfilled yet in cycle 1. For learning product, in students' reading score, 53.33% students exceeded the passing grade. In teaching learning process, 70% students were actively involved and the teacher was scored 72 for her teaching performance. The indicator of the research are concerned on the learning product and learning process. The indicator of the learning product that 80% of the students pass the passing grade which is 65 while the learning process is 80% of the students active during the lesson and the teacher can get score 80 for teaching performance. In the second cycle, both of the indicators of the research which were for learning product and learning process were achieved. In students reading score, 83.33% students passed the passing grade. In teaching learning process,

93.33% students were actively involved and the teacher was scored 85 for her teaching performance.

Based on the data, the researcher concludes that the implementation of Jigsaw technique improves students' reading achievement and teaching learning process. Therefore, jigsaw technique is recommended to be used by teachers to improve their students reading comprehension.