

ABSTRACT

THE IMPLEMENTATION OF JIGSAW TECHNIQUE THROUGH EXTENSIVE TYPE EXERCISES IN STUDENTS' READING COMPREHENSION AT THE SECOND YEAR STUDENT OF SMAN I BANDAR SRIBHAWONO LAMPUNG TIMUR 2010

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Reading is considered as difficult language skill to achieve. Basically, reading involves some aspects of language study such as diction, grammar, interpreting of the text. In other words, diction is having amount vocabulary about text, grammar is the way of the story constructed to know theme and plot, interpreting of the text is understanding on the texts at deeper.

This research was conducted from the consideration that the problem of the students were not have good knowledge and teaching reading monotonous of the second year students of SMAN I Bandar Sribhawono East Lampung. The subject of the research was the students of class XI IPS I in the academic year 2009/2010. The objectives of the research were to find out how can be Jigsaw technique implemented *to improve the students'* activities through extensive type exercises in terms of narrative texts, and To find out how can be Jigsaw implemented to improve the teacher performance through extensive types exercises in terms of narrative texts.

In this was classroom action research conducted in three cycles. Each cycle consists of planning, implementation, observation and interpretation, analysis and reflection. The indicators of the research success are if 80% students were actively involved in the learning process, the teacher got score 70 or more from each aspect of jigsaw through extensive type exercise and also 80% students can gain 60 or more in reading comprehension test.

The results of the research showed that, during the cycle 1, more than 40% students were active during the teaching learning process. When doing cross check in the number of students who did extensive reading practice before class,

there were 15 students did it. Relating to the teacher's performance, the total score the teacher performance was 1043 and the average was 74, her performance was categorized is Good performance but the students' reading comprehension score could not achieve the indicator. There were 12 students who get score 40-59.

In the cycle 2, More than 70% students participated in each activity and 21 students did extensive reading practice before class. Meanwhile, 15 students (50%) who got score 60-79. then teacher's performance get score was 1093 and average score was 78.

Total number of students actively involved in teaching learning process improved in the third cycle. There were 86% students participated in each activity during the teaching learning process, even though they was helped through extensive reading practice before class. There were 28 students who did it. Next, 1129 score for teacher's performance and 80, 64, her performance improved to be very good categorize.

Referring to the finding of the research, it indicates that by using jigsaw technique through extensive type exercise is applicable to improve the students' activities, the teacher's performance in teaching reading and also students' reading comprehension.