ABSTRACT

INCREASING STUDENTS' READING COMPREHENSION ACHIEVEMENT USING JIGSAW TECHNIQUE AT THE FIRST GRADE OF SMAN 1 PESISIR TENGAH KRUI PESISIR BARAT

By

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Reading Comprehension is making meaning from the text. This indicates that reading comprehension is complex skill to be mastered. Naturally, reading skill involves some aspects, such as, 1) finding main idea, 2) identifying specific information, 3) making inference, 4) understanding vocabulary, and 5) determining reference. The aim of this research is to find out whether there is an increase of the students' reading comprehension achievement after being taught using Jigsaw technique. *Jigsaw technique* is a cooperative learning technique in which students work in small groups. This study was done based on the consideration that students still got low scores in reading comprehension test. Jigsaw technique is one of strategies which are considered applicable and useful in increasing reading comprehension achievement.

This research applied *one group pretest posttest design.* The population of this study was the first grade students of SMAN 1 Pesisir Tengah Krui, Pesisir Barat. Two classes were selected in this research, one class was as a try out and the other was as an experimental. Pretest-posttest items were employed to obtain the data. Besides that, the questionnaire was distributed in order to see the problems that the students face during the teaching learning process. The collected data were analyzed using Repeated Measure T-Test with Statistical Package for Social Science (SPSS) version 17.0.

Based on the calculation of T-Test, the result shows that the students' mean score of posttest in experimental class (68.47) is higher than mean score of pretest (57. 41) with the 11.06 gained score. The T-test also reveals that the result is significant ($p < 0.05$, p=0.000). Thus, it is concluded that there is an increase in students' reading comprehension achievement after being taught using Jigsaw technique.

Keywords: *Reading Comprehension, Jigsaw Technique*.