

## **ABSTRACT**

### **THE USE OF JIGSAW TECHNIQUE THROUGH AUTHENTIC MATERIAL TO REDUCE STUDENTS' HIGH AFFECTIVE FILTER IN READING AT SMA NEGERI 1 TRIMURJO**

**By**

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Reading is one of the important skills that should be mastered by the students. It is important to build students' schemata and knowledge by reading. However, there is a factor that became obstacle in learning English, that was, the students' affective filter. The ideal affective filter is when the students have low affective filter. But the researcher focused on anxiety because when the students have high anxiety, the students will not focus on the material but they will just think about their fears in the subject that is learned by them.

From the problem above, this study was aimed to find out whether the use of jigsaw technique can reduce students' anxiety and the use of authentic material can reduce students' anxiety. Beside that, this study also was aimed to find out the use of jigsaw technique through authentic material can reduce students' anxiety. The last, to find out the significant difference of students' anxiety in three classes.

This study was quantitative study and the researcher used quasi experimental that had three classes. Besides, this study was conducted at the second grade of SMA Negeri 1 Trimurjo. The samples of this study were taken by purposive sampling. The research data was collected by using questionnaire in likert scales and the data was analyzed by using SPSS 16.00. The researcher gave different treatments, in first class using jigsaw technique, in second class using authentic material, and in third class using jigsaw technique through authentic material.

The result of this study showed there was a significant difference of students' anxiety after giving treatment by using jigsaw technique. It was based on Sig. (2-tailed) was 0.00. Then, there was a significant difference of students' anxiety after giving treatment by using authentic material. It was based on Sig. (2-tailed) was 0.00, so there was significant difference before and after treatment. After that, there was a significant difference of students' anxiety after giving treatment by using jigsaw technique through authentic material. It was also based on Sig.(2-tailed) was 0.00. The last, there was a significant difference of students' anxiety in three classes. It was proved by the value of probability significant was 0.016. it was lower than 0.005, it means that there was a significant difference in three classes. The last, it is suggested that the teacher English should pay attention in choosing a good technique and material in order to build optimal affective filter on students, especially on students' anxiety.