

ABSTRACT

THE EFFECTS OF INTEGRATING JIGSAW WITHIN SA (SCIENTIFIC APPROACH) IN COMPARISON TO THE CONVENTIONAL SA IN TEACHING READING AT SMPN 4 PRINGSEWU

By

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The objectives of the research are to find out whether there was a significant difference on students' reading comprehension achievement between those who were taught using integrated Jigsaw-SA and the conventional SA, to investigate which reading aspect was best practiced by the integration of these techniques, as well as how the implementation of integrated Jigsaw-SA in teaching reading was. To achieve the objectives of the research, the research was conducted quantitatively and qualitatively. It involved experimental and control classes. Students of the seventh grade of SMPN 4 Pringsewu were taken as the sample. The data were gathered through a reading comprehension test, observation, and interview.

The result of the data analysis showed that there was a significant difference of students' reading comprehension achievement of those who had the treatment of Jigsaw technique within SA and the conventional SA. The mean score of the experimental class was 75.93 while the control class was 67.73. The result of the independent sample t-test analysis showed that the t-value at the significant level of 0.05 and degree of freedom (df) 65 was 2.316. It was higher than the t-value listed in the t-table (2.000). The result of the data analysis also verifies that Jigsaw technique within SA promoted better comprehension in reading a text as it fostered students' achievement in all aspects of reading, especially in the aspect of identifying main idea, which resulted in better comprehension of the text. Despite all of the weaknesses of its implementation, it can be concluded that integrating Jigsaw technique within SA is an effective and fun way of fostering students' reading comprehension achievement as it also showed some strengths during its implementation. The integration of Jigsaw technique within SA has given more chances to the students to optimize their learning experiences.