

## ABSTRACT

### THE IMPLEMENTATION OF JIGSAW TECHNIQUE AND STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) IN TEACHING READING RECOUNT TEXT AT SECOND GRADE OF SMPN 1 ABUNG SURAKARTA, NORTH LAMPUNG

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**Abstrak.** Membaca adalah salah satu skill yang sangat kompleks untuk diukur karena mengandung banyak elemen seperti; (i) main idea; (ii) specific information; (iii) reference; (iv) inference; dan (v) vocabulary. Oleh karena itu, hal tersebut tidak bisa dicapai oleh murid-murid ditingkat SMP. Tujuan penelitian ini adalah untuk (1) menemukan apakah ada perubahan yang signifikan di dalam pencapaian siswa didalam kemampuan membaca teks recount setelah penerapan teknik Jigsaw dan STAD; (2) menemukan aspek membaca yang mempunyai perubahan paling signifikan setelah penerapan teknik Jigsaw dan STAD; (3) menemukan hambatan yang dihadapi oleh siswa selama penerapan teknik Jigsaw dan STAD. Penelitian ini dilakukan melalui desain kualitatif dan kuantitatif. Populasi dari penelitian ini adalah siswa kelas dua di SMPN 1 Abung Surakarta. Hasil penelitian menunjukkan bahwa teknik Jigsaw lebih efektif meningkatkan kemampuan siswa di dalam kemampuan membaca siswa. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan terhadap kemampuan membaca siswa dengan taraf signifikansi sebesar  $0,001 < 0,05$ . Hal ini dapat disimpulkan bahwa teknik Jigsaw membantu siswa untuk meningkatkan kemampuan mereka didalam aspek membaca daripada teknik STAD.

**Abstract.** Reading is one of complex language skills to be measured because there are many elements involved as follows: (i) main idea; (ii) specific information; (iii) reference; (iv) inference; and (v) vocabulary. Therefore, it is not uncommon through SMP students are skills not able to achieve. The objectives of the research were aimed at finding out (i) whether there was a statistically significant difference of the student's recount text reading achievement after the implementation of Jigsaw Technique and Student Team Achievement Division (STAD); (ii) statistically significant

improvement of aspects of reading through both techniques; (iii) the obstacles that the students had during the implementation of Jigsaw technique and Student Team Achievement Division (STAD). This research was done through a qualitative and quantitative design. The population of this research was the second grade students at SMPN 1 Abung Surakarta. The results indicated that there was a statistically significant difference of the student's reading achievement between the two techniques with the significant level of  $0.001 < 0.05$ , that is, Jigsaw Technique was more effective than Student Team Achievement Division (STAD). Specific Information was the aspect of reading that significantly improved through both techniques. In addition, there were some obstacles found during the implementation of the Jigsaw Technique and Student Team Achievement Division (STAD) as follows: (1) limited vocabulary knowledge; (2) difficulty level of the text (readability); (3) noisy class situation; (4) no students' background knowledge; (5) hesitancy to express their opinions; (6) class dominated by the smart students. This suggests that Jigsaw technique facilitates students to improve their ability in reading compared to that of Student Team Achievement Division (STAD).

**Keywords:** Jigsaw Technique, reading comprehension, STAD Technique, Recount Text