READING COMPREHENSION ACHIEVEMENTS OF EXTROVERT AND INTROVERT STUDENTS TAUGHT THROUGH JIGSAW AND SQ4R AT SMA MUHAMMADIYAH 1 PRINGSEWU

(A Thesis)

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ABSTRACT
This study was aimed at finding out whether; (1) there is significance different in students’ reading comprehension achievement after being taught through Jigsaw and SQ4R; (2) the difference in reading comprehension achievements between extrovert and introvert students; and (3) interaction between reading technique and personality traits. The population of this research was the tenth-grade students of SMA Muhammadiyah 1 Pringsewu, academic year of 2019/2020. The research was conducted to 21 students in first experimental class and 21 students in second experimental class. The 2x2 factorial design research was conducted based on the problems faced by researcher identified through results of the pre-observation. To collect the data, the researcher administered personality trait questionnaire, teaching reading, and reading comprehension tests. Then, the data were analyzed quantitatively.

The SPSS version 16 was employed to analyze the data. The results showed that; (1) there is the difference in students’ reading comprehension achievement after being taught through Jigsaw and SQ4R. The result revealed that significance level is less than 0.05 (0.001<0.05). Referring to the criteria H_a1 was accepted; (2) there is no difference between extrovert and introvert students in reading comprehension achievements. The result also showed that the significance level is greater than 0.05 (0.746>0.05); (3) there is an interaction between reading techniques and personality traits. The result showed that F_observed is higher than F_table (12.50>3.34). In accordance with the findings, it can be inferred that Jigsaw technique is more effective to increase the students reading comprehension and both extrovert ad introvert are successful in increasing their reading comprehension achievement after learning with Jigsaw and SQ4R.

Keywords: 2x2 factorial design, Jigsaw, SQ4R, Reading Comprehension, Teaching Reading, Extrovert, Introvert, Students’ Personality