ABSTRACT

THE USE OF JIGSAW STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMKN 1 CANDIPURO

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The aims of this researcher were (1) to find out whether there was an significant difference in students' reading ability before and after being taught using Jigsaw strategy, (2) to identify student perception about the use of Jigsaw strategy. This research was conducted on the first grade of SMKN 1 Candipuro. The samples of this research were one class, X TKJ which consisted of 30 students chosen randomly to determine the class.

One group pretest and posttest were used as the design of the research. The instruments of this research were reading test (pretest and post test). Pretest and posttest were used to see the difference of students reading comprehension achievement before and after being taught through Jigsaw strategy. Paired sample t-test was done to find out whether the difference was significant between the pretest result and the post test result.

It can be seen from the result of the hypothesis test which showed that at significant level of $p<0.05$ ($p=.0000$), in which the students' mean score in pre-test was 53.8 increase to 65.4 in post-test with 11.6 of gain and the data were analyzed by using paired sample t-test in which the significance was determined by $p<0.005$. Moreover, the highest improvement aspect was achieved by specific information with the improvement gain 2.8. The result of this research shows that there was a significant improvement of students' reading comprehension after being taught through Jigsaw strategy learning technique. Specifically, Jigsaw strategy learning technique could be used to improve students' reading comprehension in five aspects of reading comprehension, such as identifying main idea, finding specific information, making inference, determining reference, and understanding vocabulary.

It is found that Jigsaw strategy could increased students' reading comprehension achievement. It seems that Jigsaw strategy influence students' learning process.

Keywords: Jigsaw strategy, reading comprehension, recount text.