ABSTRACT

TEACHING READING OF DESCRIPTIVE TEXT THROUGH JIGSAW AT
SEVENTH GRADE OF SMP N 1 KEDONDONG
PESAWARAN

By

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Jigsaw technique in reading is a technique to describe an activity in which each student gets different information of reading paragraph by sharing it with other members in order to finish some kinds of task.

The purposes of this study are to investigate whether there is any significant difference of students' reading comprehension achievement before and after being taught through Jigsaw technique and to find out whether there is a significant increase of students' reading comprehension before and after pre test and post test.

This semi experimental study was conducted by *one group pre-test and post-test design*. The subject of research was class VII of even semester in SMPN 1 Kedondong Pesawaran, 2012/2013. The instrument used to measure students' reading achievement is reading comprehension test which consisted of 28 multiple choices.

The data were analyzed by using repeated measure test formula. The result of the computation shows that t-ratio in the experimental class has a significant increase from pretest (49.76) to posttest (57.97) after being taught by jigsaw technique. The result of the computation showed that the value of the two tailed significance was 0.000. Since the sign < α (0.000<0.05), in which t-ratio > t-table, (5.769 > 2.045) the value indicates that the numbers represents the significance. Based on the data, it can be concluded that there is a significant difference of students' achievement in reading ability before and after being taught through jigsaw technique. Therefore, jigsaw technique is recommended to be used by teachers to improve the students' reading ability.