

ABSTRACT

COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH JIGSAW TECHNIQUE AND MIND MAPPING TECHNIQUE

By

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The objectives of this research were to find out whether there was a significant difference of students' reading comprehension after being taught through Jigsaw and mind mapping techniques, and what aspect of reading that improved significantly after implementing these techniques. This research was a quantitative research which used a pre-test and post test experimental design. The population of this research was the tenth grade students of SMAN 15 Bandar Lampung, there were 273 students as the population and there were 69 students as a sample. Pre-test and post-test were distributed to collect the data. The data were analyzed by using Sign-Test, and U-Whitney Test.

The result of this research showed that p was higher than 0.05 ($0.13 > 0.05$). Related to the aspect of reading, this research has different increase result in aspect of reading. Vocabulary was the aspect that improved the most after being taught through jigsaw technique, meanwhile main idea was the aspect that improved the most after being taught through mind mapping technique.

According to the result, it can be concluded that jigsaw technique and mind mapping technique improve students' reading score however, there is no significance difference from two classes after taught through jigsaw technique and mind mapping technique. In addition, the two techniques increase different aspect of reading. Jigsaw technique can be used as a reference to teach vocabulary and mind mapping technique can be used as a reference to teach main idea for the students.

Keywords : Reading comprehension, Jigsaw Technique, Mind Mapping Technique.