ABSTRACT

THE EFFECTIVENESS OF THE JIGSAW IV TECHNIQUE COMBINED WITH INSTAGRAM CAROUSEL AS POST-READING TASK IN IMPROVING STUDENTS' READING COMPREHENSION

By:

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This research aims to (1) determine whether there is a significant difference in students' reading comprehension scores after being taught through the Jigsaw IV technique combined with Instagram Carousel as a post-reading task, and (2) to identify which reading aspect shows the most improvement. This research employed a quantitative method using a one-group pre-test and post-test design involving 36 students of class XII.2 at SMAN 1 Tegineneng in the 2025/2026 academic year. The instrument was a reading comprehension test on hortatory exposition texts, and the data were analyzed using a paired sample t-test with a significance level of $p < 0.05$. The findings revealed a significant difference between the students' pre-test and post-test results. The mean pre-test score was 53.403, while the post-test mean increased to 81.528, showing a difference of 28.125 points. The t-count (16.320) > the t-table (2.030), with a Sig. (2-tailed) = $0.000 < 0.05$, indicating that H_1 was accepted. Among all aspects, the main idea showed the largest difference score, with an increase from 4.58 to 7.58 and total correct answers from 165 to 273. It can be concluded that the Jigsaw IV technique combined with Instagram Carousel as a post-reading task shows effectiveness in improving students' reading comprehension scores and fostering a more engaging reading learning process.

Keywords: *Cooperative Learning, Hortatory Exposition Text, Instagram Carousel, Jigsaw IV Technique, Reading Comprehension*