

ABSTRACT

A COMPARATIVE STUDY OF READING COMPREHENSION BETWEEN STUDENTS TAUGHT THROUGH JIGSAW AND THOSE TAUGHT THROUGH CONTEXTUAL TEACHING LEARNING STRATEGY AT THE FIRST YEAR OF SMAN 1 BANDAR LAMPUNG

By

Elvita Handayani MS

Reading is one of the important skills that the students have to master. As a matter of fact, the teachers in the school have taught reading comprehension using CTL Strategy but the students' ability in reading comprehension is far from the goal being expected. Many students have difficulties in comprehending the reading text. The objective of this research was to find out whether there is any significant difference of reading comprehension achievement between students who are taught through Jigsaw Learning Strategy and those who are taught through CTL Strategy and which strategy is more effective to help students improve their reading comprehension achievement between the two of the strategies.

This research applied pre-test – post test control group design modified from the idea suggested by Hatch and Farhady (1982). This experimental method deals with two groups: an experimental class and a control class. The samples of the research were the first year students of SMAN 1 Bandar Lampung in the year 2010/2011. In determining the experimental class and the control class, the researcher used Random Sampling Technique, by using lottery. Since the data is the form of students' ability in reading comprehension of narrative text, the data was collected by using two reading tests: pre-test and post-test.

The result showed that there is a significant difference of students' reading comprehension achievement between students who are taught through Jigsaw Learning Strategy and those who are taught through CTL Strategy. The significant increase of students' achievement in the experimental class is ($p < 0.05$, $p = 0.000$) with increase of mean in pretest and posttest is 35.15 points. Meanwhile, in the control class is ($p > 0.05$, $p = 0.000$) with the increase is only 17.92 points. It indicates that Jigsaw Learning is better than CTL Strategy in increasing the students' reading comprehension achievement. The researcher used the level of significant 0.05. The result of the computation shows that the value of two tailed significance was 0.000. It means that H_1 was accepted and H_0 was rejected since $0.00 < 0.05$. In other words, Jigsaw Learning Strategy was more effective to help students improve their reading comprehension. Therefore, Jigsaw Learning is recommended to be used by teachers to improve their students' reading ability.

Key Words : *learning strategy, jigsaw learning strategy, CTL Strategy.*