

ABSTRACT

Oktavianti, Nensi Nur. 2019. *The Use of Jigsaw Technique in Teaching English Reading Comprehension at Tenth Grade Students of SMK Dirgantara Putra Bangsa in The Academic Year of 2018/2019.* Thesis. English Education Department, Faculty of Humanities, Education and Tourism, Univesity of Technology Yogyakarta. Advisor : Dyah Mukaromah, M. Pd.

The objective of this research is to find out the result of the implementation of jigsaw technique in teaching reading comprehension and to figure out the influence of the use of jigsaw technique in teaching reading comprehension in tenth grade students of SMK Dirgantara Putra Bangsa in the academic year of 2018/2019.

This study is a classroom action research which is conducted in two cycles. There were 25 students of Class A of the tenth grade participating in it. Four steps, i.e. planning, action, observation, and reflection, were taken to ensure the standardized procedure. In collecting data, quantitative as well as qualitative, the researchers used three techniques, reading test, (pre – test, post – test I, and post – test II), classroom observation, and questionnaire.

The result of the reading tests in this research showed that the use of jigsaw technique in teaching reading comprehension can improve the students' ability in reading. In the pre – test, the students' mean score was 57,76, in post – test I, which was done at the end of Cycle I, the students' mean score was 60,6. It means that the students gained score improvement of 2,84. In the post – test II, furthermore, the students got 69,76 as their mean score. They gained improvement of around 9,16. It can be inferred that using jigsaw can make their reading ability improved. Meanwhile, bBased on the result of questionnaire, it was found that jigsaw technique improve the students' interest to read English text, their English ability, and their teamwork ability.

Keyword: *Jigsaw Technique, Teaching, Reading Comprehension,*

ABSTRAK

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Tujuan penelitian ini adalah untuk mengetahui hasil penerapan teknik *jigsaw* pada proses pembelajaran bahasa Inggris dalam memahami bacaan serta untuk mengetahui dampak penggunaan teknik *jigsaw* dalam proses pembelajaran pada siswa kelas X di SMK Dirgantara Putra Bangsa pada tahun ajaran 2018/2019.

Penelitian ini dilaksanakan di kelas X A dengan mengambil 25 siswa sebagai sample. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam 2 siklus. Setiap siklus pada penelitian ini disusun dalam beberapa langkah tindakan seperti perencanaan pelaksanaan, pelaksanaan penelitian, pengamatan serta refleksi. Untuk mengumpulkan data, baik data kualitatif maupun data kuantitatif, peneliti menggunakan teknik observasi (pengamatan), test (pre –test, post – test I, dan post – test II), dan kuesioner.

Hasil penelitian ini menunjukkan bahwa penggunaan *jigsaw* bisa meningkatkan kemampuan siswa dalam memahami bacaan, seperti terlihat pada hasil tes. Pada pre – test siswa memperoleh nilai rata – rata 57,76, pada post – test I nilai rata – rata siswa menjadi 60,6, yang berarti siswa mengalami peningkatan nilai sebesar 2,84, dan pada post – test II nilai rata – rata siswa meningkat menjadi 69,76. Ini artinya siswa mengalami peningkatan nilai sebesar 9,16. Data dari kuesioner menunjukkan bahwa teknik *jigsaw* dapat meningkatkan minat siswa dalam membaca teks terutama teks berbahasa Inggris, kemampuan siswa dalam berbahasa Inggris dan kemampuan dalam bekerja sama.

Kata Kunci: Teknik Jigsaw, mengajar, membaca secara komprehensif