**ABSTRACT**

Fitriati Husna Mardiah, Umi. Registered Student.3216083305. 2012. *The Effectiveness of Using Jigsaw technique to Improve the Students’ Reading Acheivement in the Fifth Year Students of SDN Slemanan 02 Udanawu Kab. Blitar in Academic Year of 2011/2012*. Thesis. English Education Program. State Islamic College (STAIN) Tulungagung. Advisor: Nanik Sri Rahayu, M.Pd.

**Keywords: effectiveness, jigsaw, reading achievement**

One of the techniques used in teaching reading is jigsaw. Jigsaw is one of collaborative learning methods. In jigsaw, students learn in a group. The students are divided into some groups consist of some students who have good ability and some students who have lower ability especially in reading English passage. The students from different group who have the same topic will discuss together, and then move back to their original group in order to tell the result of the discussion.

The problems of the research were: (1) How is the students reading achievement before being taught by jigsaw technique? (2) How is the students’ reading achievement after being taught by jigsaw technique? (3) Are there any significant difference on students’ achievement taught before and after using jigsaw technique?

The purpose of this research were to find out: (1) the students’ reading achievement before being taught by using jigsaw technique (2) the students’ reading achievement after being taught by using jigsaw technique (3) whether there is any difference on students’ reading achievement taught before and after using jigsaw technique.

Research Method: (1) The research design in this study was pre-experimental design with quantitative approach, (2) The population of this study was all of the fifth grade students of SDN Slemanan 02 Udanawu Kab. Blitar, (3) The research instrument was test, (4) the data analysis was using T test.

The result showed that the students’ reading mean score in reading English before they are taught using jigsaw technique was 59.52. While, the student’s mean score after they are taught using jigsaw technique was 80.47. The T count was 4.80, whereas T table with significant level 5% was 1.725. So, T­ count was greater than T table. This means that Ha which states that there is significant different in using jigsaw technique to teach reading to the fifth grade at SDN Slemanan 02 Udanawu Kab. Blitar is accepted. Whereas, Ho which states that there is no significant different of using jigsaw technique to teach reading to the fifth grade at SDN Slemanan 02 Udanawu Kab. Blitar is rejected.

**ABSTRAK**

Fitriati Husna Mardiah, Umi. Nomor Induk Mahasiswa. 3216083305. 2012. *The Effectiveness of Using Jigsaw technique to Improve the Students’ Reading Acheivement in the Fifth Year Students of SDN Slemanan 02 Udanawu Kab. Blitar in Academic Year of 2011/2012*. Skripsi. Tadris Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri (STAIN) Tulungagung. Pembimbing: Nanik Sri Rahayu, M.Pd.

**Kata kunci**: keefektifan, jigsaw, prestasi membaca

Salah satu teknik mengajar membaca adalah *jigsaw*. *Jigsaw* adalah salah satu teknik metode mengajar yang menggunakan pendekatan *collaborative learning.* Dalam teknik *jigsaw*, murid dibagi kedalam beberapa kelompok yang terdiri dari siswa berkemampuan tinggi dan rendah. Murid dari kelompok yang berbeda yang memiliki topic yang sama bekerja dalam satu kelompok dan selanjutnya kembali ke kelompoknya semula untuk mendiskusikan materi bersama teman satu kelompoknya.

Rumusan masalah dalam penelitian ini adalah: (1) Bagaimana prestasi membaca siswa sebelum diajar menggunakan *jigsaw*? (2) Bagaimana prestasi membaca siswa setelah diajar menggunakan *jigsaw*? (3) Adakah perbedaan prestasi membaca siswa yang signifikan sebelum dan setelah diajar menggunakan *jigsaw*?

Tujuan penelitian adalah untuk mengetahui: (1) prestasi membaca siswa sebelum diajar menggunakan *jigsaw*, (2) prestasi membaca siswa setelah diajar menggunakan *jigsaw*, (3) adakah perbedaan prestasi membaca siswa yang signifikan sebelum dan setelah diajar menggunakan *jigsaw*.

Metode penelitian: (1) Desain penelitian ini menggunakan desain eksperimental dengan menggunakan pendekatan kuantitatif, (2) Populasi dalam penelitian adalah seluruh siswa kelas 5 SDN Slemanan 02 Udanawu Kab. Blitar, (3) Instrumen yang digunakan adalah tes, (4) Analisis data menggunakan T tes.

Hasil penelitian menunjukkan bahwa nilai rata-rata membaca siswa sebelum diajar menggunakan *jigsaw* adalah 59.52. Sedangkan nilai rata-rata siswa setelah diajar menggunakan *jigsaw* adalah 80.47. Hasil perhitungan T count adalah 4.80, sedangkan nilai T table dengan significant level 5% adalah 1.725. Jadi nilai T­ count lebih besar daripada T table. Hal ini menunjukkan bahwa Ha yang menyatakan bahwa ada perbedaan prestasi membaca siswa kelas 5 SDN Slemanan 02 Udanawu Kab. Blitar setelah diajar menggunakan *jigsaw* dapat diterima. Sedangkan Ho yang menyatakan tidak ada perbedaan yang signifikan terhadap prestasi membaca siswa tidak dapat diterima.