

**ELEMENTARY SCHOOL STUDENTS' PERCEPTION
ON THE IMPLEMENTATION OF JIGSAW TECHNIQUE
IN THEIR READING CLASS**

A THESIS

**In Partial Fulfillment of the Requirement
for the Sarjana Pendidikan Degree
in English Language Teaching**



By:

Linda Anggraiani

1213003061

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

December, 2006

APPROVAL SHEET

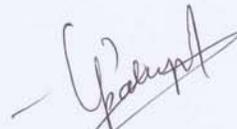
(1)

This thesis entitled "Elementary School Students' Perception on the Implementation of Jigsaw Technique on Their Reading Class" which is prepared and submitted by Linda Angraiani, has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Dra. Siti Mina Tamah, M.Pd.

Advisor I



M.G. Reno Palupi, M.Pd.

Advisor II

APPROVAL SHEET

(2)

This thesis has been examined by the committee of an Oral Examination
with the grade ofon January 4th, 2007



Dr. Tjahjaning Tingastuti, M.Pd.

Chairman



P. Hady Sutris Winarlim, M.Sc

Member



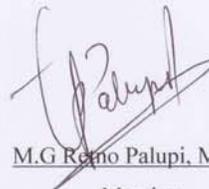
Yohanes Nugroho Widyanto, S.S. M.Edm

Member



Dra. Siti Mina Tamah, M.Pd.

Member



M.G Remo Palupi, M. Pd.

Member



Dra. Agnes Santi, M.Pd.

Dean of the Teacher Training Faculty



Dra. Susana Teopilus, M.Pd

Head of the English Department

ACKNOWLEDGEMENTS

First of all, the writer would like to thank her beloved God Almighty, Jesus Christ and Mother Mary for their blessing and spirit that enable her to accomplish this thesis. The writer would also like to express her deepest gratitude and appreciation to those who gave their valuable guidance and time that make the accomplishment of her thesis possible especially to:

1. Dra. Siti Mina Tamah, M.Pd., her first advisor, whose encouragement, guidance, valuable comments and numerous constructive suggestions have been great helps the writer in accomplishing this thesis.
2. M. G. Retno Palupi, M.Pd. her second advisor, who has patiently guided, given comments and suggestions on her thesis, and has been willingly to spend her valuable time in examining the writer's thesis.
3. Johana Djajadi, S.Psi., the head mistress of St. Yohanes Gabriel Surabaya, who has permitted and given a valuable chance for her to carry out her study at the school.
4. Fransiska Dian A, the English teacher of SDK St. Yohanes Gabriel Surabaya, who has kindly shared her time and helped the writer to collect some data needed for completing her thesis.
5. Yoh. M. Annie Herawati, the head mistress of SDK St. Theresia II Surabaya, who has welcomed the writer warmly and allowed her to collect the data for her thesis at the school.
6. A. Andri Sugiono, S.Pd., the English teacher of SDK St. Theresia II Surabaya, who has shared his schedule with the writer and helped her in carrying out the observation.

7. Lucia Anna K., S.Psi., the head mistress of SDK. St. Theresia I Surabaya, who has welcomed the writer warmly, and given her the permission to try out the lesson plan and questionnaire for this thesis
8. Afrieyola Petymia, S.Pd. the English teacher of SDK St. Theresia I Surabaya, who willingly has devoted her valuable time by giving the writer the chances to try out the lesson plan and questionnaire needed for completing this thesis.
9. The students of SDK St. Yohanes Gabriel especially the students of VA Class at the academic year 2006 – 2007 who have actively participated in this study
10. The fifth year students of SDK St. Theresia II of the school year 2006 – 2007 especially to the students in VB who have participated in this study.
11. The students of SDK St. Theresia I especially of VD Class for the academic year 2006 – 2007 who have participated in trying out the lesson plan and questionnaire of this study.
12. All the lecturers of the English Department of Widya Mandala Catholic University for their guidance and willingness to share their precious knowledge during her study.
13. The writer's beloved mothers, Taneke Indrawati, and sisters (Lily and Lisa) who have given prayers, supports, love, money, motivation, and believed in her to finish her thesis on time.
14. All the writers' best friends (Nilasari, Christino, Muliati, Fonny, Elisa, and Ervina) for their supports, helps, love and attention, the writer can finish her thesis without being hopeless.

Finally, the writer also would like to thank to those who have not been mention here for giving contributions, supports, prayers, and loves in completing this thesis.

The writer realizes that all of the guidance, cooperation, time and opportunities given are really helpful for her to enlarge her knowledge and enable her to arrange this thesis as well as it should be. May God always bless them all.

Surabaya, December 2006

The writer

TABLE OF CONTENTS

APPROVAL SHEET (1)	ii
APPROVAL SHEET (2)	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	vii
ABSTRACT	x
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	4
1.4 Significance of the Study.....	5
1.5 Limitation of the Study.....	5
1.6 Definition of Key Terms	5
1.7 Theoretical Framework	6
1.8 Organization of the Study.....	7
CHAPTER II : REVIEW OF RELATED LITERATURE	8
2.1 Language Development.....	8
2.2 Reading.....	10
2.2.1 Theories on Reading.....	10
2.2.2 Reading Development	12
2.3 Schemata Theory	13
2.4 Teaching Reading to Young Learners.....	15

2.5 Constructivism.....	17
2.6 Cooperative Learning	19
2.6.1 The Nature of Cooperative Learning.....	19
2.6.2 The Elements of Cooperative Learning.....	20
2.6.3 The Benefits of Cooperative Learning	23
2.7 Jigsaw	25
2.7.1 The Nature of Jigsaw	25
2.7.2 The Strategy to Conduct Jigsaw	26
2.7.3 The Benefits of Jigsaw	28
2.8 Previous Studies	29
CHAPTER III: RESEARCH METHOD	30
3.1 Research Design	30
3.2 Subjects.....	31
3.3 Research Instrument	31
3.3.1 Questionnaire.....	31
3.3.2 Interview	32
3.3.3 Observers	33
3.3.4 Video Recordings	34
3.4 Procedure of Data Collection	34
3.5 Procedure of Data Analysis	40
CHAPTER IV: DATA ANALYSIS AND DISCUSSIONS.....	42
4.1 Perception on Expert Group	42

4.1.1 Self Perception on Sharing Ideas.....	43
4.1.2 Self Perception on Listening to others' Ideas.....	45
4.1.3 Self Perception on Helping Others Understand the Text	47
4.1.4 Group Perception on Sharing Ideas.....	50
4.1.5 Group Perception on Helping Others Understand the Text.....	53
4.1.6 Group Perception on Listening to others' Ideas	55
4.2 Perception on Home Group.....	58
4.2.1 Self Perception on Explaining Ability.....	58
4.2.2 Group Perception on Explaining Ability.....	60
4.3 Perception on Jigsaw	63
4.3.1 Self Perception on Preference to be taught by Using Jigsaw	63
4.3.2 Self Perception on Willingness to be taught by Using Jigsaw	65
4.4 Discussion of the Findings	68
CHAPTER V: CONCLUSION	80
5.1 Summary.....	80
5.2 Recommendation.....	82
BIBLIOGRAPHY.....	83
APPENDICES.....	86
Appendix 1 (The Lesson Plan of Jigsaw Technique).....	86
Appendix 2 (The Distributed Questionnaire).....	104
Appendix 3 (The Observation Checklist).....	123
Appendix 4 (The English Translation of Transcript of the Interview).....	129

ABSTRACT

Anggraiani, Linda. 2006. **“Elementary School Students’ Perception on the Implementation of Jigsaw in Their Reading Class”**, Surabaya. Program Studi Pendidikan Bahasa dan Seni. FKIP. Universitas Katolik Widya Mandala, Surabaya.

Advisors: Dra. Siti Mina Tamah, M.Pd.
M. G. Retno Palupi, M.Pd

Key words: students’ perception, constructivism, cooperative learning, and Jigsaw

Competence Based Curriculum is implemented with the expectations that students will have competitive and comparative qualities. The students do not only passively absorb the English knowledge but also actively communicate with it.

Teaching reading to children by using Jigsaw is the appropriate way to fulfill this need. Through reading, the children access broad knowledge and information about English language. It covers not only the needs of vocabularies, grammar, but also the needs of listening skill, speaking skill, and writing skill. By using Jigsaw, the children learn to read in such enjoyable activity. They can actively use their English to interact and discuss with their peers. Jigsaw develops not only the team work skill of students but also the depth of knowledge.

In this study, the writer wants to reveal elementary school students’ perception on the implementation of Jigsaw in their reading class. The writer distributes the questionnaire to the fifth grade students of Yohanes Gabriel Elementary School and Santa Theresia 2 Elementary School after they are taught by using Jigsaw for several meetings. She also conducts interview, video recording, and observation that can support the obtained data from the questionnaire.

Having analyzed the obtained data from the students of Yohanes Gabriel and Santa Theresia 2 Elementary School, the writer finds that they have positive perception on the implementation of Jigsaw in their reading class. They do not only have positive general perception on Jigsaw but also have positive perception on expert groups and home groups. This finding may be a reference for English teacher in elementary school to implement Jigsaw in their classroom. The students enjoy the Jigsaw activity a lot and consequently that the teaching and learning activities run more effectively.