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

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ABSTRACT

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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 teamwork 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.