STUDENTS' PERCEPTION ON THE USE OF COOPERATIVE LEARNING APPROACH: JIGSAW TECHNIQUE IMPLEMENTATION

A Thesis

Presented to Department of English Language Education as Partial Fulfilments of Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education
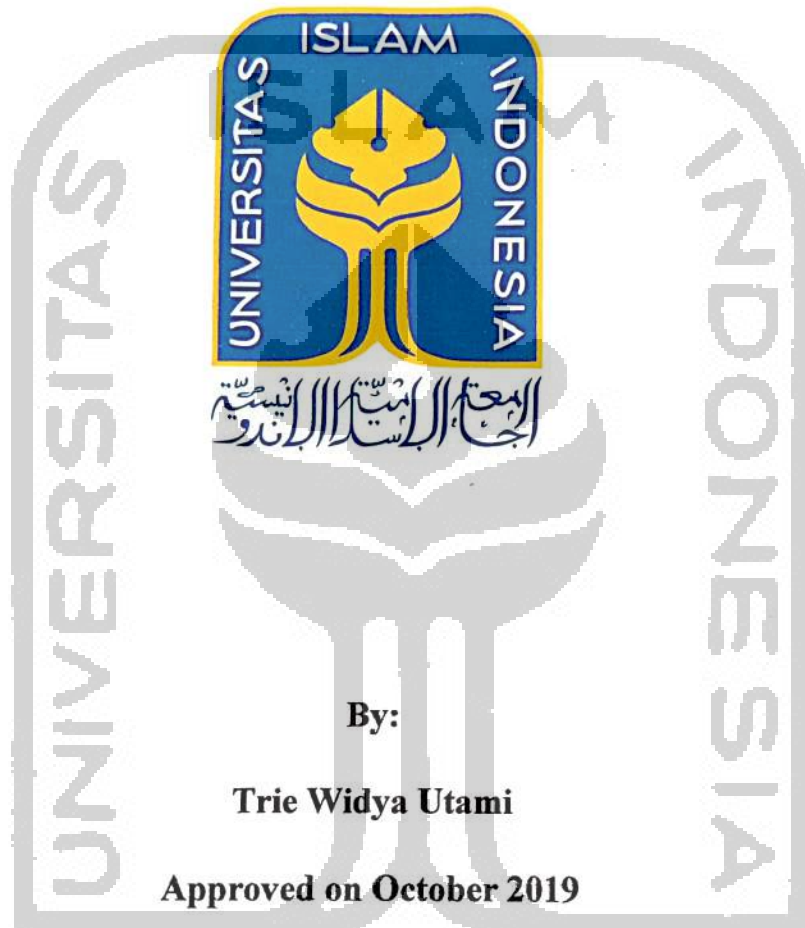
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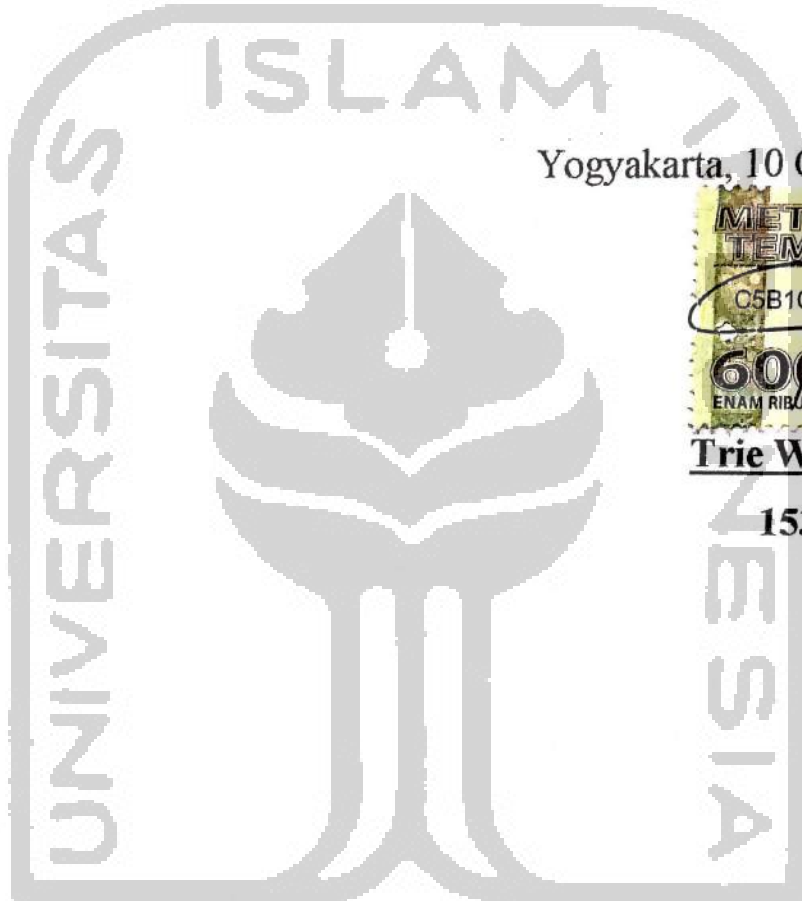NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 10 October 2019

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TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Appendix 1 Questionnaire Cooperative Learning Approach (CLA)
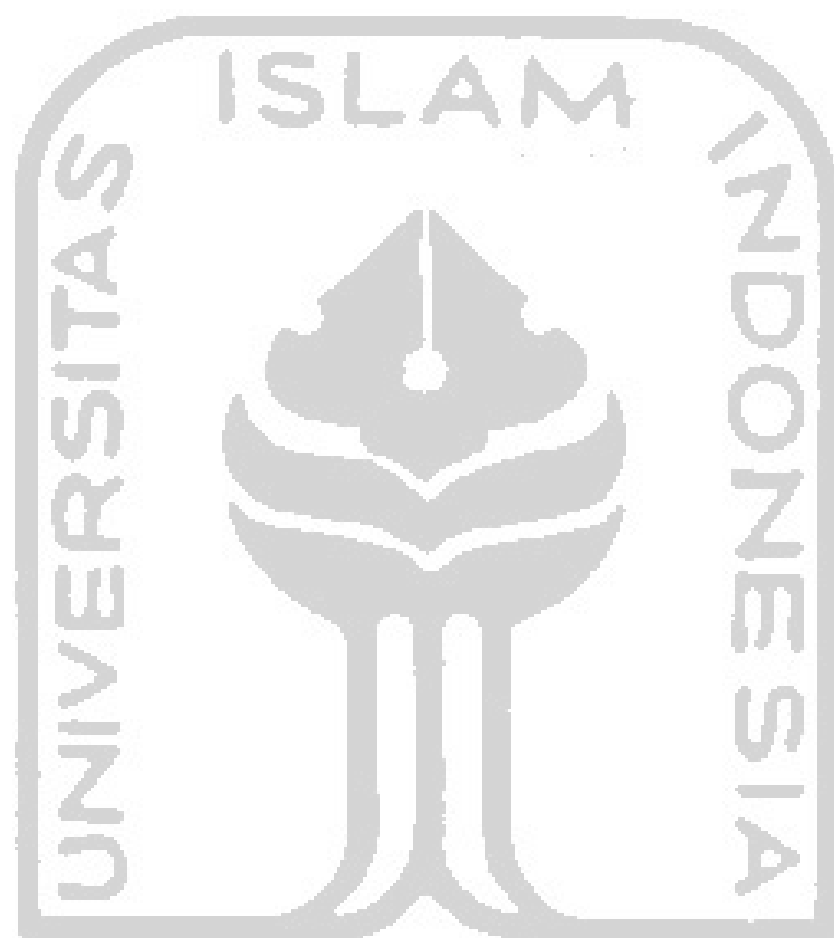
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ABSTRACT

The purpose of this study was to identify students' perceptions of cooperative learning approach, especially for jigsaw activity. This study uses quantitative research and this research method is a survey study using the questionnaire as the main data. The instrument used in this study is Cooperative Learning Approach (CLA) by Wichadee (2005). The population of this study was conducted on 70 students who have passed all ICT-based courses from the first semester to the four semesters. The results of the study are the highest score of statements is "This approach helps me to acquire knowledge through working in a team" with the results of Mean = 4.07 and SD = 0.72. The lowest statements are "This approach helps everyone reach the goal equally" has the lowest score that is Mean = 3.67 and SD = 0.77. Therefore, cooperative learning can be a potential solution to help them in gaining knowledge through working in a team, communication skill and leadership. However, cooperative learning cannot always help them to achieve learning goal.

Keywords: Cooperative Learning, Jigsaw, Students Perception

CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

1.1. Background of The Study

Throughout the years, cooperative learning has been widely implemented in various schools to teach different subjects. According to Hidayati et al. (2018) from time to time developments in the learning model are constantly changing. The learning model is now more modern, one of which is the cooperative learning model that gets many responses. Cooperative learning is one of the important learning strategies and approaches that are good to apply. This can make students work together with their friends, interact and solve problems together.

According to Tamah (2008) since 2004/2005 the government has implemented a Competency-Based Curriculum in Indonesia, cooperative learning has received increased acceptance. Teachers in Indonesia will definitely change their teaching techniques and have students leave the old learning method. Based on Fajria (2018) in her research, usually the subject matter of literature is conveyed through lecture methods that can lead to boredom, so the learning method needs to be shifted from teacher-cantered to student-cantered. The results of the study showed that more than half of the respondents preferred to study actively in class by using student-cantered activities.

Jigsaw as one of the main task types advocated by cooperative learning proponents is an effective technique for learning. Jigsaw is a type of cooperative learning where students must communicate with each other to get information and integrate it with other information. According to Sahin (2010) argues that jigsaw technique allows students to actively participate in the learning process. By continually using this method, students must feel more comfortable with their respective roles. Furthermore, Jigsaw has been used by many teachers because its steps are easy to follow and there are more resources for students to learn. In Jigsaw, students can learn not only from teachers but also from their group friends and every student is important because they are experts from their respective sections and other teammates who are also responsible for their study buddies as well as their own. Therefore, this study investigates students' perceptions of cooperative

learning approach, especially for jigsaw activity. How do students feel about Cooperative Learning. In addition, it is important to know the students' perceptions of the new techniques being because teachers can find out the right techniques to assist students.

1.2. Identification of The Problem

Lecturers must have several types of teaching methods to make activities more interactive in their classrooms to avoid monotonous activities, such as using cooperative learning approach especially for jigsaw technique.

1.3. Limitation of The Problem

This research will survey the students' perception about the use of cooperative learning approach especially jigsaw technique in higher education.

1.4. Problem Formulation

This present study attempts to answer these following questions:

1. How the overall students' perceptions on the use of cooperative learning approach for jigsaw technique implementation?

1.5. Objectives of The Study

The purpose of this study was to identify students' perceptions on the use of cooperative learning approach for jigsaw technique implementation as one of the activities.

1.6. Significance of The Study

This research is expected to bring benefits and provide information for instructor and researchers on the perception of students using cooperative learning as one of the activities.

CHAPTER II

LITERATURE REVIEW

In this chapter will be discussed review of previous literature that has been studied about Students' Perception on The Use of Cooperative Learning Approach: Jigsaw Technique Implementation.

2.1. Cooperative Learning

Cooperative learning is a learning process in which individuals learn in small groups by helping one another. According to Johnson et al. (1991), as cited in Singh & Agrawal 2011) cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning. According to Olsen & Kagan (1992, as cited in Sabah 2016) cooperative learning can be defined as group learning activities where learning depends on socially structured information exchange between students in groups, where each student is responsible for his own learning and motivated to improve the learning of others. Johnson & Johnson (2001) state that cooperative learning has five elements: positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and processes in a group. Thus, Cooperative Learning is Cooperative learning is one of the learning strategies for teaching in groups with a student-centered approach.

According to Mengduo & Xiaoling (2010) cooperative learning defines a class as a heterogeneous group, classes arranged in several groups to fulfil cooperative learning tasks. Tasks are based on interaction and mutual reciprocity between group members and require mutual assistance. In this approach, students and teachers are in working conditions to build intimate learning. In cooperative learning, discussion becomes an indispensable method, because discussion is a better way. According to Slavin (1995, as cited in Hadyan 2013) in cooperative learning students are expected to help each other, discuss, and argue for understanding one another. The explanation above shows that cooperative learning involves small groups so that individuals work together to maximize their respective achievements.

2.1.1. Face to Face

According to Johnson & Johnson (2001) students involved in promoting learning with each other cognitive activities and interpersonal dynamics will occur. This includes explaining verbally how students solve problems, discussing the nature of concepts learned, teaching one's knowledge to classmates, and connecting rewards with learning in the past. Face-to-face interactions between group members will increase when accountability to peers, is able to influence each other's reasoning and conclusions, social models, interpersonal rewards, and all personal and professional relationships. According to Valdivia (2007) in this activity each student is dependent on other group members, so each student must help, encourage and support their efforts. The lecturer must also encourage students to help each other.

2.1.2. Small Group Skill and Process

According to Johnson & Johnson (2001) when students feeling difficult in working with each other arises, students will be involved in group processing to identify, determine, and resolve the problems they face together, and that is important with the processing of a group. The purpose of group processing is to clarify and increase the effectiveness of members in contributing to achieving group goals. Students must be given time and procedures to analyse how well their study groups' function and the extent to which students use their social skills to help all group members to achieve and maintain effective working relationship in groups. According to Valdivia (2007) in small group skills and processes, students must develop and use social skills such as leadership, building trust, decision making, communication and conflict management to work effectively.

2.2. Jigsaw as Technique in Cooperative Learning

Jigsaw is a variation of activities in the classroom to motivate and keep learners engaged and focus on the text and tasks. Jigsaw is a kind of jigsaw technique which combines the idea of a jigsaw puzzle. Jigsaw learning can help develop teamwork and cooperative learning skills for all students and the depth of their knowledge, impossible if students learn all the material itself. According to Bharti et al. (2017) jigsaw method is a form of cooperative learning, in which students are actively involved in the teaching-learning process. Diana and Diego (2012) state that jigsaw is an approach to reading that involves the students in speaking and summarizing skills. It is very useful when working with short authentic text such as newspaper articles. According to

Mengduo & Xiaoling (2010) jigsaw is one of the cooperative learning techniques carried out by researchers and teachers for a subject.

2.2.1. Jigsaw as a Classroom Activity

Jigsaw classis an alternative. Teachers who use Jigsaw in cooperative learning believe that every student has the ability to be a contributor to knowledge. Students will be encouraged to learn from their fellow students in a team of experts and when they return to their original team, they are encouraged to teach each other the material they have acquired in the expert team. According to Wood & Peter (2011) the class teacher will divide the lesson into five or six sections and provide one part of the lesson for each student in the Jigsaw group. Before teaching in the Jigsaw group, students met in expert groups and helped each other prepare themselves to teach their part to their respective Jigsaw groups. In the Jigsaw group, each student teaches the information needed and helps the group to master the assigned work. When finished, students will be tested and each of them receives grades based on their own test performance. With Jigsaw, students are interdependent through learning tasks rather than through a scoring system.

The illustration of Jigsaw technique in teaching learning process can be seen in below.

Jigsaw Groups	Expert Groups	Jigsaw Groups
A1-B1-C1-D1	A1-A2-A3-A4	A1-B1-C1-D1
A2-B2-C2-D2	B1-B2-B3-B4	A2-B2-C2-D2
A3-B3-C3-D3	C1-C2-C3-C4	A3-B3-C3-D3
A4-B4-C4-D4	D1-D2-D3-D4	A4-B4-C4-D4

Table 1: Jigsaw technique illustration (adopted from Lie, 2008)

2.3. Review on Relevant Studies

There are some previous researchers that relevant to this study. Based on the research entitled "The Effects of Cooperative Learning on English Reading Skills and Attitudes of the First-Year Students at Bangkok University" Wichadee (2005). In this study the researcher collected data from 40 first-year students at the School of Communication at the University of Bangkok in a purposive

sampling technique. Students enrolled in the Basic English Course I 3 credits are required in the first semester of the 2004 academic year. Eight weeks are used for experiments using cooperative learning methods. This research is a one group pre-test and post-test design. Five types of instruments were used in this study: 1) pre-test and post-test test 2) questionnaire 3) form of cooperative learning behaviour assessment 4) individual quizzes 5) inter-view. The results show that students get a higher reading in the comprehension score for the post-test than the pre-test score at the 0.05 significance level. As for attitudes toward cooperative learning, the findings indicate that most students rated cooperative learning as quite positive. Also, the assessment form shows they are doing good cooperative learning behaviour in their assignments.

The second research is "Students Perception in Applying Cooperative Learning in EFL Classroom" Hidayati et al., (2018). In their studies the researchers focusing on students' perceptions of cooperative learning in EFL classrooms. The purpose of this study was to find out the opinions of students about the application of cooperative learning in the EFL class. Participants of this research were 33 students of Indonesia education study program. Data will be collected using a questionnaire consisting of 20 questions. In this study, the results of the study showed that the final year students of the Indonesian education study program IKIP Siliwangi Bandung had a positive response to the application of Cooperative Learning.

2.4. Theoretical Framework

Based on the above theory, researcher use cooperative learning approach for jigsaw technique implementation. Cooperative Learning can also help and make it easy students in learning.

Table 2: Theoretical Framework

Cooperative Learning

Five Elements of Cooperative Learning (Johnson & Johnson 2001): positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and processes in a group.

Questionnaire

Cooperative Learning Approach (CLA) (Wichadee 2005)

Students Perception on the Use of Cooperative Learning Approach: Jigsaw Technique Implementation

CHAPTER III

RESEARCH DESIGN

3.1. Research Design

This research is designed to identify students' perceptions on the use of cooperative learning approach for jigsaw technique implementation. This research specifically use survey research is a survey to obtain information about the characteristics, actions, and opinions that represent the population through questionnaires or interviews.

This present study is using quantitative research. According to Sudjana and Ibrahim (2001), "Quantitative research is a research based on assumptions, then determined variables, and then analysed by using valid research methods, especially in quantitative research ". This type of research is systematic, structured, composed from the beginning to the end of the study, and tends to this study using statistical figures analysis.

3.1.2. Population

The participants of this study were conducted in the Department of English Language Education of the Islamic University of Indonesian. Population is all data that is the canter of attention of researchers within the specified scope & time. The population is related to data. If every human being provides data, then the size or number of populations will be the same as the number of people (Margono, 2004). The population of the study is 80 students in English Language Education Students batch 2017.

3.1.3. Sampling

This study takes 70 as samples, because this research uses purposive sampling method. That purposive sampling was chosen because it ensured that the students who filled out the questionnaire were students who had passed all ICT courses without remedies or study over again.

3.2. Data Collecting Techniques

The study used questionnaire as the research instrument. The questionnaire was adopted from Wichadee (2005), namely Cooperative Learning Approach. The researcher adopted the questionnaire and found the reliability of this questionnaire is 0.85. There are 10 questionnaire and

it used five-point Likert scale from level 5 (strongly agree) and level 1 (strongly disagree). It contained the effectiveness of cooperative learning and attitudes students towards cooperative learning.

3.2.1. Instrument

Research instruments are tools that will be used to collect data, this research instrument can be in the form of questionnaires, observation forms, other forms related to data recording and so on (Notoadmodjo, 2010). The instrument that used by the researcher is:

Table 3: Cooperative Learning Approach Questionnaire

Statements	SA 5	A 4	N 3	DA 2	SD 1
Positive Interdependence 1. This approach helps me to learn new thing easily.					
Positive Interdependence 2. This approach helps me to acquire knowledge through working in a team.					
Processes in a Group 3. This approach makes me understand the working process.					
Interpersonal and Small Group Skills 4. This approach enables me to participate in sharing Information, making decisions, and solving problems.					
Positive Interdependence 5. This approach helps everyone reach the goal Equally.					
Individual and Group Accountability 6. This approach trains me how to be a good leader and a good follower.					
Positive Interdependence					

7. This approach creates a good relationship among Group members.					
Positive Interdependence 8. The lessons become more interesting with this Approach.					
Interpersonal and Small Group Skills 9. I feel actively involved in all activities through this Approach.					
Processes in a Group 10. I feel intellectually challenged through this Approach.					

3.2.2. Validity and Reliability of the Instrument

Before gaining the data through questionnaires, researcher checked the validity and reliability of the questionnaire through other peoples' journals in chapter 3 through a pilot study based on that person's research.

3.2.3. Validity

Validity is a standard measure that shows accuracy in a quantitative study. According to Widoyoko (2012), there are four kinds of validity; logical validity, content validity, constructs validity and predictive validity. He stated that a valid test will produce a valid learning achievement, content validity and construct validity were used in this research. This study uses content validity to check the instrument match with the research question.

Validity

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011
VAR00001	Pearson Correlation	1	,426**	,593**	,186	,360**	,317**	,566**	,700**	,711**	,380**	,764**
	Sig. (2-tailed)		,000	,000	,124	,002	,007	,000	,000	,000	,001	,000
	N	70	70	70	70	70	70	70	70	70	70	70

VAR00 002	Pearson Correlation	,426**	1	,418**	,434**	,401**	,523**	,340**	,491**	,401**	,326**	,682**
	Sig. (2-tailed)	,000		,000	,000	,001	,000	,004	,000	,001	,006	,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 003	Pearson Correlation	,593**	,418**	1	,318**	,240*	,342**	,649**	,469**	,532**	,247*	,698**
	Sig. (2-tailed)	,000	,000		,007	,045	,004	,000	,000	,000	,039	,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 004	Pearson Correlation	,186	,434**	,318**	1	,242*	,356**	,239*	,244*	,346**	,451**	,541**
	Sig. (2-tailed)	,124	,000	,007		,044	,003	,047	,042	,003	,000	,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 005	Pearson Correlation	,360**	,401**	,240*	,242*	1	,483**	,425**	,425**	,465**	,377**	,638**
	Sig. (2-tailed)	,002	,001	,045	,044		,000	,000	,000	,000	,001	,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 006	Pearson Correlation	,317**	,523**	,342**	,356**	,483**	1	,346**	,363**	,426**	,366**	,655**
	Sig. (2-tailed)	,007	,000	,004	,003	,000		,003	,002	,000	,002	,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 007	Pearson Correlation	,566**	,340**	,649**	,239*	,425**	,346**	1	,580**	,529**	,307**	,723**
	Sig. (2-tailed)	,000	,004	,000	,047	,000	,003		,000	,000	,010	,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 008	Pearson Correlation	,700**	,491**	,469**	,244*	,425**	,363**	,580**	1	,578**	,382**	,761**
	Sig. (2-tailed)	,000	,000	,000	,042	,000	,002	,000		,000	,001	,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 009	Pearson Correlation	,711**	,401**	,532**	,346**	,465**	,426**	,529**	,578**	1	,604**	,810**
	Sig. (2-tailed)	,000	,001	,000	,003	,000	,000	,000	,000		,000	,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 010	Pearson Correlation	,380**	,326**	,247*	,451**	,377**	,366**	,307**	,382**	,604**	1	,641**
	Sig. (2-tailed)	,001	,006	,039	,000	,001	,002	,010	,001	,000		,000
	N	70	70	70	70	70	70	70	70	70	70	70
VAR00 011	Pearson Correlation	,764**	,682**	,698**	,541**	,638**	,655**	,723**	,761**	,810**	,641**	1

	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	70	70	70	70	70	70	70	70	70	70	70

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

3.2.4. Reliability

Reliability the quality of being trustworthy or of performing consistently well. According to Widoyoko (2012) in his book mentioned that reliability means something that can be trusted. A test is reliable if it is consistent when being used repeatedly. The reliability coefficient of the instrument is 0.879. It can be concluded that the reliability of the test instrument is very high.

Reliability Statistics

| Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,879	,879	10

3.3. Data Analysis Technique

1. Questionnaire

Students' perceptions on the use of cooperative learning approach for jigsaw technique implementation can be administered individually. The administrator's total time is estimated to be approximately 30 minutes for students to complete the questionnaire, plus about 10 minutes for students to fill in worksheets and profiles. After explaining the purpose of the inventory, a researcher should direct the students to read the instructions silently and then raise their hands if they have any questions about the direction. Then, a researcher should direct the students to read each statement and show how often they use the jigsaw, using 5-point Likert scale given after each statement.

3.3.1. Steps of Data Analysis Technique

The data was analysed quantitatively by using Microsoft Excel. In this research, the researcher looks some steps to analyse the data by doing these steps:

1. Adopted the instrument to collect the data, in this research the researcher applied Cooperative Learning Approach (CLA) questionnaire.
2. Provided an offline form for the questionnaires. In this research, researchers used paper and copies of the number of students.
3. Distributed 70 questionnaires to 70 students of English Language Education and 70 questionnaires were returned.
4. Used Microsoft Excel to analyse the data from the questionnaires into statistical package.
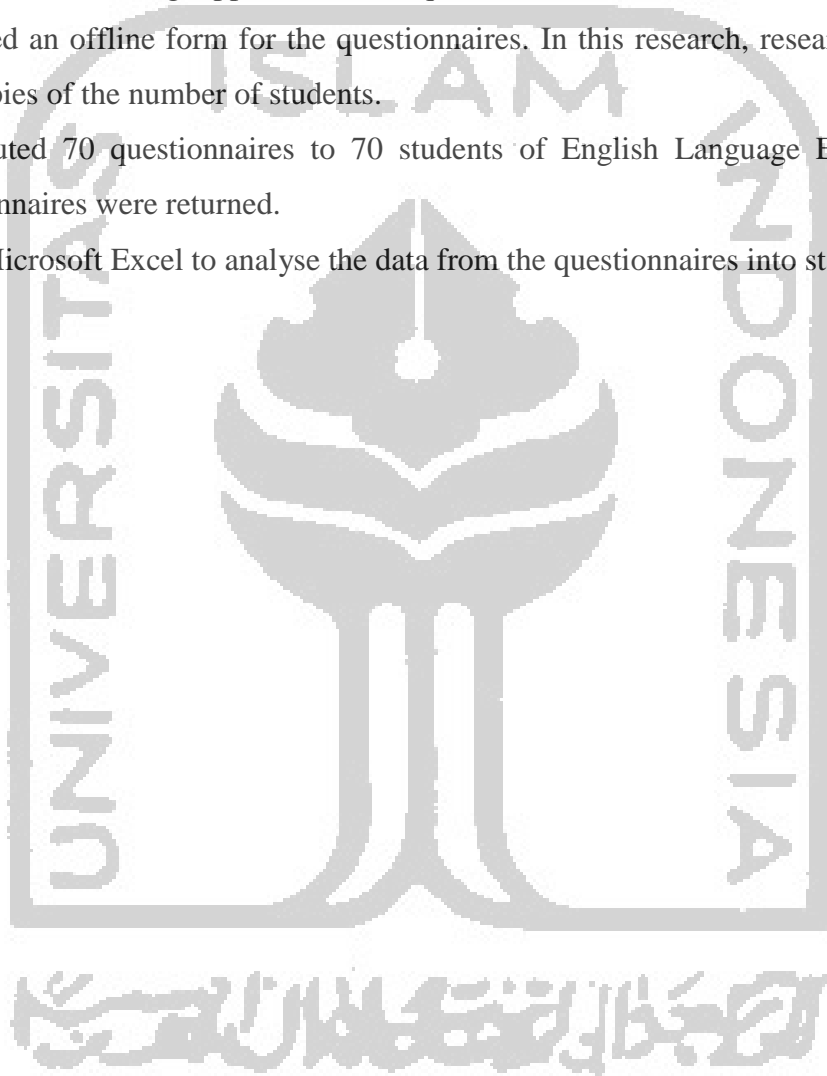
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the findings obtained from the questionnaire to identify students' perceptions on the use of cooperative learning approach for jigsaw technique implementation, students who have passed all ICT-based courses from semester one until semester four in English Language Education at the Islamic University of Indonesia that participated in this survey research.

4.1. Research Finding

This finding describes about students' perceptions of the use of cooperative learning approach especially for jigsaw technique implementation.

4.1.1. Analysis Descriptive Results of the Data
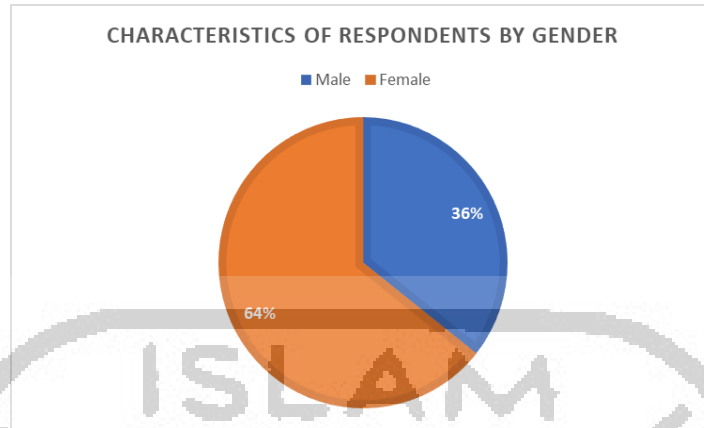
Table 4: Descriptive Statistic of the data

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total Score	70	3.671428571	4.071428571	3.85	0.038481176
Valid N	70				

4.1.2. General Data Result

The characteristics of general respondent shown in table below:

Chart 4.1.2.1 Characteristics of Respondents by Gender

CHARACTERISTICS OF RESPONDENTS BY GENDER

Based on 70 respondents, the characteristics of the respondents based on gender found that 25 (36%) respondents were male and 45 (64%) were female.

Table 5: Item Statistics

Item Statistics

	Mean	Std. Deviation	N
This approach helps me to learn new thing easily	3.828571429	0.833561045	70
This approach helps me to acquire knowledge through working in a team	4.071428571	0.728735824	70
This approach makes me understand the working process	3.8	0.80936547	70
This approach enables me to participate in sharing information, making decisions, and solving problems	4.057142857	0.720018403	70
This approach helps everyone reach the goal equally	3.671428571	0.774997495	70
This approach trains me how to be a good leader and a good	3.842857143	0.827703551	70

Follower			
This approach creates a good relationship among group members	3.942857143	0.778063637	70
The lessons become more interesting with this approach	3.8	0.80936547	70
I feel actively involved in all activities through this approach	3.7	0.768020229	70
I feel intellectually challenged through this approach	3.785714286	0.796602517	70

Based on the questionnaire analysis result, the researcher found that the highest score refers to the statement "This approach helps me to acquire knowledge through working in a team." with the results of Mean= 4.07 and SD= 0.72. Meanwhile, for the lowest score is the statement "This approach helps everyone reach the goal equally" with the results of Mean= 3.67 and SD= 0.77. Furthermore, to make this result more detailed, the researcher shows the table below:
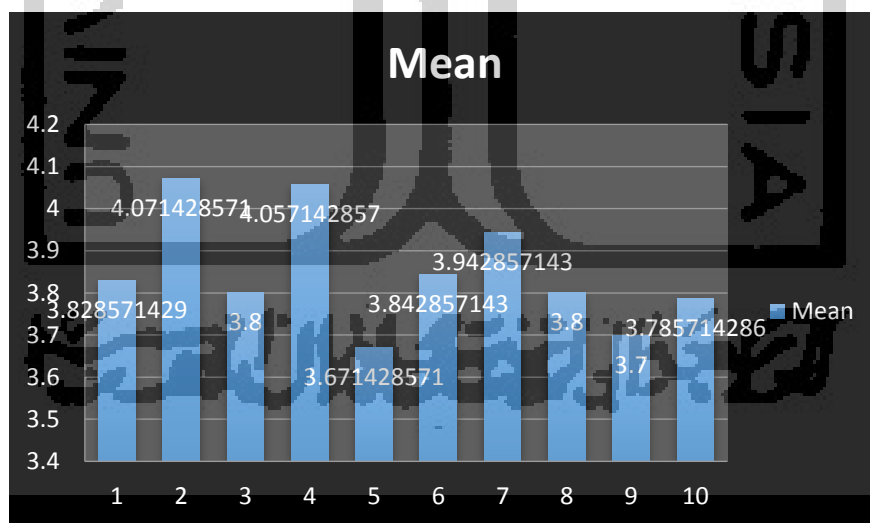

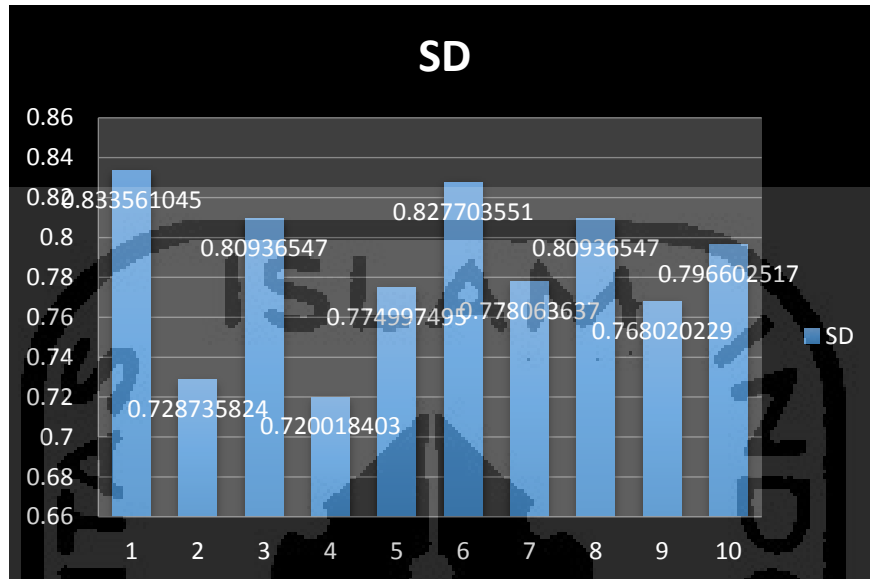*Figure 1: Chart of Mean Questionnaire*

Figure 2: Chart of SD Questionnaire

A. Positive Interdependence

Based on researcher found that in positive interdependence element, the highest score is the statement "This approach helps me to acquire knowledge through working in a team" by the result Mean= 4.07 and SD= 0.72. It means that most students agree with this approach in positive interdependence which can help students gain knowledge through teamwork. Meanwhile for the lowest score in this approach is a statement "This approach helps everyone reach the goal equally" by the result Mean= 3.67 and SD= 0.77. This shows that this approach in positive interdependence cannot help students achieve their goals equally, to make this result more detail the researcher showed the table of each domain below:
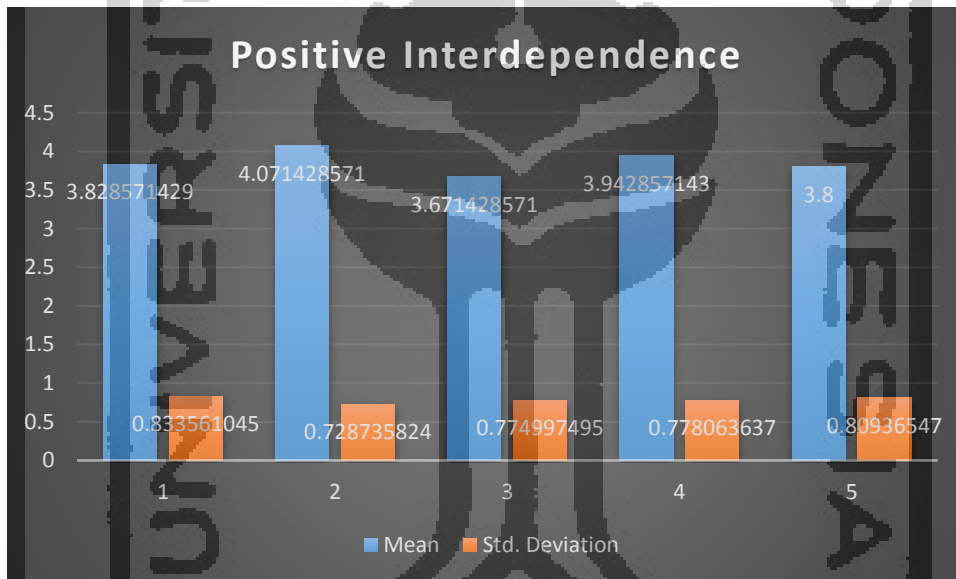

Figure 3: Chart of Positive Interdependence

B. Individual and Group Accountability

The highest score is on the statement "This approach trains me how to be a good leader and a good follower" by the result Mean= 3.84 and SD= 0.82. It means that most students agree with this approach in individual and group accountability that this approach can train students to be good leaders and followers. Meanwhile for the lowest scores in this approach there is none, to make this result more detail the researcher showed the table of domain below:

Figure 4: Chart of Individual and Group Accountability

C. Interpersonal and Small Group Skills

In interpersonal and small group skills element, the highest score is the statement "This approach enables me to participate in sharing information, making decisions, and solving problems" by the result Mean= 4.05 and SD= 0.72. It means that most students agree with this approach interpersonal and small group skills, because with this approach students can participate in sharing information, making decisions, and solving problems in their groups. Meanwhile for the lowest score in this approach is a statement "I feel actively involved in all activities through this approach" by the result Mean= 3.7 and SD= 0.76. This shows that through this approach not all students are actively involved in activities, to make this result more detail the researcher showed the table of each domain below:
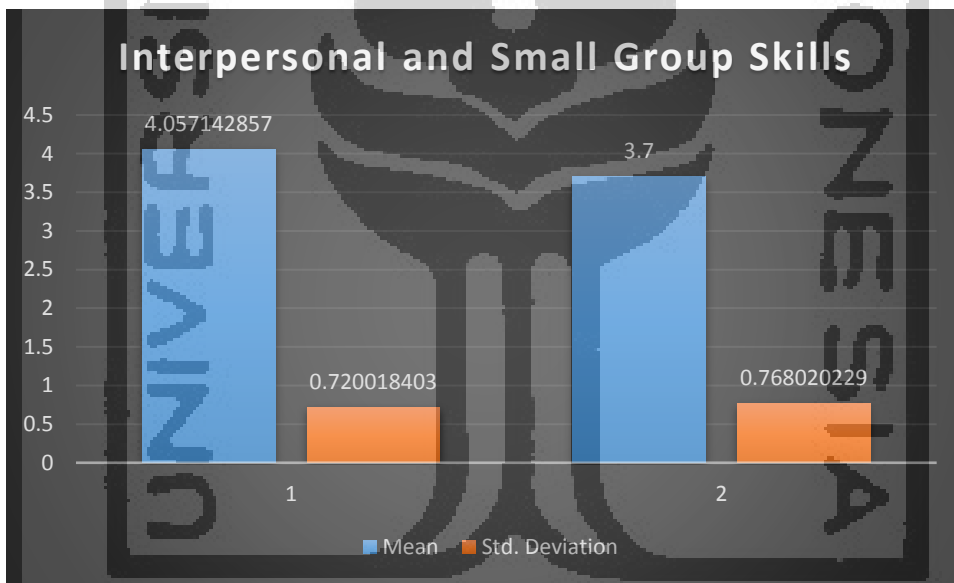

Figure 5: Chart of Interpersonal and Small Group Skills

D. Processes in a Group

Based on the result, the highest score is the statement "This approach makes me understand the working process" by the result Mean= 3.8 and SD= 0.80. It means that most students agree with this approach processes in a group, that through this approach students know of the work process in a group. Meanwhile for the lowest score in this approach is a statement "I feel intellectually challenged through this approach" by the result Mean= 3.78 and SD= 0.79. This shows that through this approach students do not feel too intellectually challenged, to make this result more detail the researcher showed the table of each domain below:
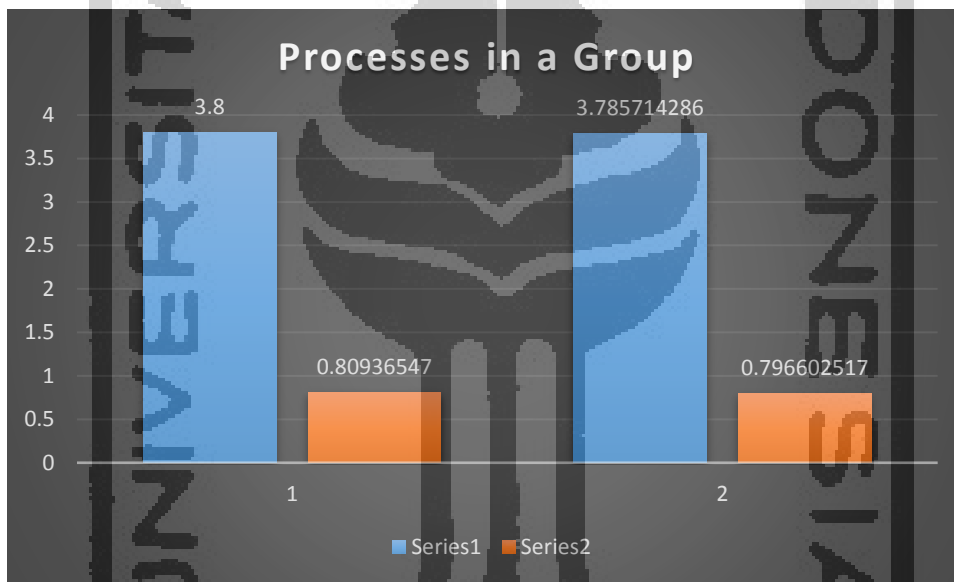

Figure 6: Chart of Processes in a Group

### 4.1.3. Table of Averages Questionnaire

Table 6: Averages Questionnaire

	Mean	Averages
This approach helps me to learn new thing easily	3.828571429	High
This approach helps me to acquire knowledge through working in a team	4.071428571	High
This approach makes me understand the working process	3.8	High
This approach enables me to participate in sharing information, making decisions, and solving problems	4.057142857	High
This approach helps everyone reach the goal equally	3.671428571	High
This approach trains me how to be a good leader and a good Follower	3.842857143	High
This approach creates a good relationship among group members	3.942857143	High
The lessons become more interesting with this approach	3.8	High
I feel actively involved in all activities through this approach	3.7	High
I feel intellectually challenged through this approach	3.785714286	High

Key to averages : 3.5 or higher= high 2.5-3.4= medium 2.4 or lower= low

(adapted from Mokhtari., K & Reichard., C. A. (2002)

4.1.4. Discussion

The findings of this research are similar to Wichadee (2005) and Hidayati et al., (2018) students have positive perceptions about cooperative learning, especially for jigsaw activities. Because they think that jigsaw can improve their communication skills, and teamwork. However, most perceptions are only the development of affective characters. Because some students don't care about grades or are interested in participating in class, so not all students have significantly different academic achievement. Cooperative learning can be an effective way to deal with problems encountered in the classroom. It creates a comfortable environment that does not create stress for learning and practicing English. This helps students to learn more and develop many other skills such as learning how to work with each other.
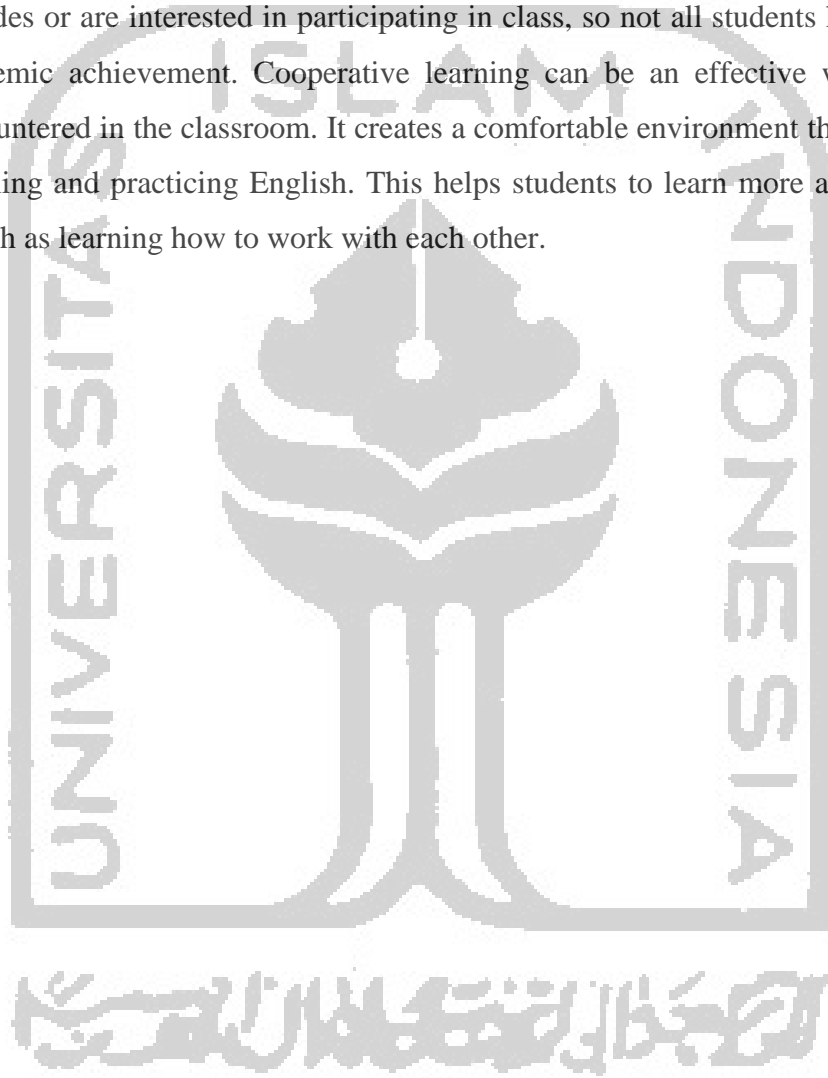
CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on research findings in previous chapter and recommendation for further research.

5.1. Conclusion

The purpose of this study was to identify students' perceptions of the use of jigsaw as one of the activities in the cooperative learning method. There were 70 students who participated to fill in the questionnaires. The conclusion in this study is students agree that cooperative learning method help them in gaining knowledge through working in a team, communication skill and leadership. The statement "This approach helps me to acquire knowledge through working in a team" by the result Mean= 4.07 and SD= 0.72. However, the limitation of the cooperative learning statements is the approach cannot always help students achieve learning goal. The statements "This approach helps everyone reach the goal equally" has the lowest score that is 3.67 (Mean) and 0.77 (SD). The recommendation for this research is it is important to investigate more about how cooperative can help students to achieve learning goal.

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APPENDICES

Distribution of Wichadee (2005) CLA (Cooperative Learning Approach)

Questionnaire Items:

Statements	SA 5	A 4	N 3	DA 2	SD 1
1. This approach helps me to learn new thing easily.					
2. This approach helps me to acquire knowledge through working in a team.					
3. This approach makes me understand the working process.					
4. This approach enables me to participate in sharing Information, making decisions, and solving problems.					
5. This approach helps everyone reach the goal Equally.					
6. This approach trains me how to be a good leader And a good follower.					
7. This approach creates a good relationship among Group members.					
8. The lessons become more interesting with this Approach.					
9. I feel actively involved in all activities through this Approach.					
10. I feel intellectually challenged through this Approach.					